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ABSTRACT

This instructor's guide accompanies a student booklet on job search methods. It is divided into five sections that focus on the five major steps in the process of job seeking: Self-Appraisal, Job Search, Job Application, Job Interview, and Job Maintenance. Since the sections can stand alone, the instructor may use as many or few as time and conditions permit. Each section contains both short-term activities based on a time period of approximately 2 classes and long-term activities based on a time period of aaproximately 10 classes. Each section contains 1-10 lessons that include most or all of the following components: educational concept, objective(s), resources needed, short- and long-term activities, evaluation, other suggested resources, followup (or outside class) activities, and reproducible materials (handouts, checklists, questionnaires, inventories, scales, charts, etc.). (YLB)

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JOB SEEKING - HOW & WHERE

INSTRUCTOR'S GUIDE

July 1982

SOUTH CAROLINA DEPARTMENT OF EDUCATION
COLUMBIA, SOUTH CAROLINA

CHARLIE G. WILLIAMS, STATE SUPERINTENDENT OF EDUCATION
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TABLE OF CONTENTS

INTRODUCTION iv
WARM-UP EXERCISE ON FOLLOWING DIRECTIONS vi
FIVE-MINUTE TIME TEST vii
STEP NO. 1: SELF-APPRAISAL 1
Lesson 1: Self-Assessment 2
Lesson 2: Physical Characteristics 10
Lesson 3: Personality and Occupational Choices 16
Lesson 4: Interests, Abilities, Aptitudes 25
Lesson 5: Attitudes 34
STEP NO. 2: JOB SEARCH 39
Lesson 1: What Do I Want? Where Do I Look? Who Will Help? 39
STEP NO. 3: JOB APPLICATION 52
Lesson 1: Resume 53
Lesson 2: Letter of Application 69
Lesson 3: Application Form 78
Lesson 4: Relationship Between Application Form and Interview 95
STEP NO. 4: JOB INTERVIEW 102
Lesson 1: Preparation for an Interview 103
Lesson 2: The Interview 106
Correlating Attributes With Career Choice 108
Lesson 3: Research of Prospective Company 109
Lesson 4: Dress 111
Lesson 5: Interview-Type Questions 112
Lesson 6: The Actual Interview 117
Lesson 7: Follow-Up Letter 119
Lesson 8: Follow-Up Telephone Call 121
Lesson 9: Denial of a Job 122
Lesson 10: Role Playing of Interview 123
STEP NO. 5: JOB MAINTENANCE 124
Lesson 1: Definition of Job Maintenance 125
Lesson 2: Importance of Attitude 129
Lesson 3: Work Habits and Interpersonal Skills 135
Lesson 4: Work Habits and Interpersonal Skills-Absenteeism 142
Lesson 5: Adjusting Attitude 161
Lesson 6: Expectations of Employer 167
Lesson 7: Expectations of Employee 176
ADDITIONAL RESOURCES 185
Components of Business Success: A Supplement 186
Making It Work: A Viable Resource 187

INTRODUCTION

In a recent national Gallup Poll on education, 90% of the parents and educators polled agreed that schools "should give more emphasis to a study of trades, professions, and businesses to help students decide careers." Another survey taken in South Carolina revealed that 78% of the parents said that the development of career and occupational skills needed major emphasis in the schools. Also, some 73% of South Carolina parents felt that a student should be prepared to enter a college, technical, or business school upon graduation; and 68% believed that students should learn how to deal with a changing world.

Responding to these and similar surveys, the South Carolina Department of Education has undertaken the charge of providing all students with a set of general employability/adaptability/promotability skills, enabling them to change in a rapidly changing society. One practical attempt to address this goal was the development of the instructional package *Job Seeking: How & Where.*

Casually looking for a job is not sufficient. Students should seek employment with the direct intent of *securing* a job! This premise means that they must approach prospective employers in a confident, well-prepared manner. *Job Seeking: How & Where* is designed to afford students instruction in finding, obtaining, and keeping a job. When completed, this set of materials will provide students with some of the most *useful* information which they will take with them when they graduate.

Use of Materials

1. *Job Seeking: How & Where* is divided into two components – an instructor's guide and a student manual. Both publications are organized into five sections, each section paralleling the steps involved in the job seeking process. Every student should have a personal copy of the manual.

2. The instructor's guide contains short-term activities based on a time period of approximately two classes and long-term activities based on a time period of approximately ten classes. Certainly the instructors will want to modify the lesson plans according to the unique needs of their setting.

3. *Job Seeking: How & Where* is organized in a developmental fashion – from Step 1: Self-Appraisal, through Job Search, Job Application, Job Interview, to Step 5: Job Maintenance. Each of the five sections will, however, stand alone; thus, if an instructor has time to teach only one or two sections, he/she will meet no obstacles.

4. Before any instruction begins, each student should have a folder (or manila envelope) in which to keep pertinent materials, referred to as the Student Profile Folder. Since every student has a unique set of talents and interests, *Job Seeking: How & Where* is especially useful because it allows for tailoring the material to suit individual backgrounds, needs, and aspirations. The information which they keep in the Folder (i.e., a correctly prepared resume, job application form, etc.) will serve as reference material again and again in the future.

5. At the beginning of this course, the instructor may wish to conduct the Warm-Up Exercise on Following Directions (page vi) in order to emphasize the importance of listening and reading carefully as one follows directions. This exercise is fun, and, at the same time, it can set the tone for the instruction of *Job Seeking: How & Where.*

Job Seeking: How & Where does not pretend to provide students with simple solutions to the employment situation, but rather to equip them to make intelligent choices along the way. You and the students enjoy this opportunity to explore yourselves and the job seeking process! After all, all of us, adults as well as teenagers, want the same goal—to lead a happy, productive and contributing life. A satisfying career is one significant step in the right direction.

WARM-UP EXERCISE ON FOLLOWING DIRECTIONS

1. At the beginning of the class period, the instructor will direct the students to work independently. The exercise is to be completed in silence, unless instructed otherwise during the assignment. The exercise is not to be graded; rather it is designed to allow the student to judge his/her performance in following directions. The instructor will stress the importance of neatness, correctness and accuracy in following directions.

2. The Five-Minute Time Test (page vii) will be distributed to each student who will then be instructed to read the directions and complete the exercise. A pen should be used for this exercise. *Five minutes will be allowed.*

   ESTIMATED TIME REQUIRED: TEN MINUTES

3. After the class realizes the nature of the exercise, a discussion concerning the importance of carefully following directions should be conducted. The correlation between the exercise and correctly following directions in completing a job application form will be stressed.

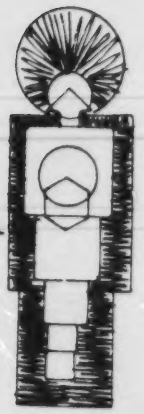
   ESTIMATED TIME REQUIRED: TWENTY MINUTES

FIVE-MINUTE TIME TEST

CAN YOU FOLLOW DIRECTIONS ? ? ? ? ?

1. Read everything before doing anything.
2. Put your name in the upper right hand corner of this paper.
3. Circle the word name in sentence two.
4. Draw five small squares in the upper left-hand corner of this paper.
5. Put an "X" in the lower left hand corner of this paper.
6. Sign your name under the title of this paper.
7. After the title write . . . yes, yes, yes.
8. Put a circle around sentence seven.
9. Put an "X" in the lower left hand corner of this paper.
10. Draw a triangle around the "X" you just made.
11. On the back side of this paper multiply 703 x 66.
12. Draw a rectangle around the word "paper" in sentence six.
13. Loudly call out your first name when you get to this point.
14. If you think you have followed directions carefully to this point in the test, write "I have" in the bottom right hand corner.
15. On the reverse side of this paper, add 8950 and 9805.
16. Put a circle around your answer, then put a square around the circle.
17. Count out in a normal speaking voice from one to ten *backwards*.
18. Punch three small holes in the top of this paper with your pencil point.
19. If you are the first person to get this far, call out loudly, "I am the first person to get to this point and I am a leader in following directions."
20. Underline all even numbers on this side of the paper.
21. Say out loud, "I am nearly finished, and I have followed directions."
22. Now that you have finished reading carefully, do *only* statements one and two.

STEP NO. 1 SELF–APPRAISAL



STEP NO. 1: SELF-APPRAISAL

Lesson 1: Self-Assessment

Educational Concept

Self-appraisal is both the primary step in pursuing a career goal and, many times, the determining factor in the end result: *job satisfaction and maintenance*. Through tests, questionnaires, and comparisons, the students will begin an introspective search, discovering unknown attributes and defining assets and liabilities in the form of strengths and weaknesses. Setting career goals and evaluating their realism in comparison to the individual will be the final goal.

Objective(s)

After undergoing specific exercises, the student will:

1. Determine the answers to the questions, Who am I? and Where am I going?
2. Identify and rank individual strengths and weaknesses.

Resources Needed

Student Profile Folder
Personal Inventory (Attachment A)
Personal Effectiveness Scale (Attachment B)

Short-Term Activities

Exercise 1. Personal Inventory

1. Distribute the Inventory, emphasizing the importance of honesty and time (ten minutes - maximum).
2. Upon completion, discuss the following questions.
   a) Was the test difficult? Have the students ever seriously asked themselves these questions before?
   b) Were all questions answered? Discuss those that were not answered. Were all answers realistic?

Exercise 2. Personal Effectiveness Scale

1. Distribute Personal Effectiveness Scale. Instruct students to rank themselves as honestly as possible (Part 1). Advise against marking all medium (3) answers.
2. After ranking, each student should connect all X's to complete the graph of personal effectiveness.
3. Ask students to note which qualities are ranked to the left of the medium (low) and those to the right (high).
4. Direct students to Part II of test and have them complete it.
5. Discuss the following questions.
   a) Were any of these strengths mentioned on your Personal Inventory?
   b) Can you do anything about your weaknesses?
6. File completed work in Student Profile Folder.

Evaluation

Student Profile Folder should contain a listing of personal strengths and weaknesses. Attached to this listing should be a copy of the completed Personal Inventory and Personal Effectiveness Scale.

Follow-Up (or Outside Class) Activities

1. Distribute Personal Effectiveness Scale. Instruct the class to have an adult rank each of them at home and compare the results to their personal rating.
2. Write a paper comparing strengths and weaknesses to tentative career choices displayed on Personal Inventory and Personal Effectiveness Scale. How can they help/hurt?

STEP NO. 1: SELF APPRAISAL

Lesson 1: Self-Assessment

Educational Concept:

Self-appraisal is both the primary step in pursuing a career goal and, many times, the determining factor in the end result: *job satisfaction and maintenance*. Through tests, questionnaires, and comparisons, the students will begin an introspective search, discovering unknown attributes and defining assets and liabilities in the form of strengths and weaknesses. Setting career goals and evaluating their realism in comparison to the individual will be the final goal.

Objective(s)

After undergoing specific exercises, the student will:

1. Determine the answers to the questions, Who am I? and Where am I going?
2. Identify and rank individual strengths and weaknesses.

Resources Needed

Student Profile Folder
Personal Inventory (Attachment A)
Personal Effectiveness Scale (Attachment B)
Perspectives Questionnaire (Attachment C)

Long-Term Activities

Exercise 1. Personal Inventory Pre-Test

1. Distribute the Inventory, emphasizing the importance of honesty and time (ten minutes - maximum).
2. Upon completion, discuss the following questions.
   a) Was the test difficult? Have the students ever seriously asked themselves these questions before?
   b) Were all questions answered? Discuss those that were not answered. Were all answers realistic?

Exercise 2. Personal Effectiveness Scale

1. Distribute Personal Effectiveness Scale. Instruct students to rank themselves as honestly as possible (Part I). Advise against marking all medium (3) answers.
2. After ranking, each student should connect all X's to complete the graph of personal effectiveness.
3. Ask students to note which qualities are ranked to the left of the medium (low) and those to the right (high).
4. Direct students to Part II of test and have them complete it.
5. Discuss the following questions.
   a) Were any of these strengths mentioned on your Personal Inventory?
   b) Can you do anything about your weaknesses?
6. File completed work in Student Profile Folder.

Exercise 3. Ask the question, Do you see yourself as others see you?

1. Have the students choose partners; after distributing Perspectives Questionnaires, instruct the students to rate their partner.
2. Take up the completed forms; distribute new forms for students to rate themselves.
3. Let each student compare his/her perspective to the partner's perspective. Discuss similarities and differences.
4. Mark similarities in Student Profile Folder as strengths and weaknesses.

Evaluation

Student Profile Folder should contain a completed Student Personal Inventory and a listing of the qualities important to the students and their relationship to a career (prepared after completing Personal Effectiveness Scale and Perspectives Questionnaire).

Other Suggested Resources

"I Who Am, Who Am I" - No. 07528, State Department of Education, Audio-Visual Library
"A Sense of Purpose" - No. 07535, State Department of Education, Audio-Visual Library

Follow-Up (or Outside Class) Activities

After students specify the persons most admired, have the person complete a personal rating on the Perspectives Questionnaire which will be compared with the student's rating of that individual. Mark similarities and differences and place in Student Profile Folder.

PERSONAL INVENTORY

Part I

1. Name _____ 2. Age _____
3. What talents do I have? _____
   _____
4. How can I use them? _____
   _____
5. a) What person, whom I know personally, do I admire most? _____
   _____
   b) What public figure do I admire most? _____
6. Why do I admire these people? List five characteristics for each.
   a) _____
   b) _____
7. Do I have the same personality traits that I admire in these people? Name these similar traits. _____

Part II

8. Have I ever worked? _____ If so, at what? _____
9. Did I like the work that I did? _____ Why or why not? _____
   _____

Part III

10. If I could choose my career, what career would be my choice? 1st _____
    _____ 2nd _____ 3rd _____
11. How would I prepare for that career? _____
    _____
12. Am I planning to go to college, technical school, vocational training, or straight to work?
    _____
13. Can I depend on my family for financial help if I decide to go to college? _____ If not, where would I get the necessary money? _____
    Am I trying to get a scholarship? _____

14. Are my present grades good enough to get me into college? _____

Do I have the necessary training to get a job immediately after high school? _____

_____

15. Am I doing the best I can in school? _____

16. How can I get the most out of my education? _____

Part IV

17. I am at my best when _____

18. More than anything else, I want _____

_____

PERSONAL EFFECTIVENESS SCALE

Part I

Directions: Place an X on the rating level that best describes your effectiveness in the following areas.

	LOW 1	2	3	4	HIGH 5
HONESTY					
ENTHUSIASM					
DESIRE FOR EXCELLENCE					
SELF-CONFIDENCE					
FRIENDLINESS					
POSITIVE ATTITUDE					
CONCERN FOR OTHERS					
PATIENCE					
DEPENDABILITY					
TIME MANAGEMENT SKILLS					
SELF-DISCIPLINE					
PROBLEM SOLVING ABILITY					
COMMITMENT TO TASKS					
DECISION MAKING SKILLS					
PERSUASIVENESS					
AMBITION					
SEES NEED; TAKES ACTION (INITIATIVE)					
EMOTIONAL CONTROL					
ABILITY TO WORK WITH OTHERS					
CREATIVE ABILITY					
KNOWS PERSONAL CAPABILITIES					

Part II

What are your three highest areas?

1. _____
2. _____
3. _____

What are some of your other strengths that have not been named?

1. _____
2. _____
3. _____

PERSPECTIVES QUESTIONNAIRE

Directions: Please evaluate the person named below. Answer the questions honestly, so the person can get a realistic picture of how you see him or her. Complete this questionnaire by putting an X in the appropriate column.

NAME _____

	ALWAYS	USUALLY	SOMETIMES	NEVER
PERSUASIVE				
FRIENDLY				
UNDERSTANDING				
OUTGOING				
DEPENDABLE				
PATIENT				
INDEPENDENT				
FAIR				
AGGRESSIVE				
ORGANIZED				
HAPPY				
CONFIDENT				
OPTIMISTIC				
ENTHUSIASTIC				
RESPONSIBLE				
SELF STARTING				
CREATIVE				
LOYAL				
SELF-CONTROLLED				
HONEST				
AMBITIOUS				
SINCERE				
INDUSTRIOUS				
COOPERATIVE				
HELPFUL				

Name of Evaluator _____ Date _____

STEP NO. 1: SELF-APPRAISAL

Lesson 2: Physical Characteristics

Educational Concept

The physical requirements of a job are equally as important as the mental and emotional requirements. The physical capabilities of the student as compared to the physical requirements of the job will be put into perspective in this section.

Objective(s)

After undergoing specific exercises, the student will:

1. Determine the assets and/or limitations of his/her physical traits through peer comparison.
2. Determine whether or not the career choice established in the Physical Inventory is a realistic choice by comparing the physical requirements of the job to the student's physical qualities.

Resources Needed

Student Profile Folder
Physical Characteristics Chart (Attachment D)

Short-Term Activities

Exercise 1.

Given the Physical Characteristics Chart, the students should complete the Personal Data Section as quickly as possible (maximum time - five minutes).

Exercise 2.

After filling in their career choice (Attachment A), the students should complete the rest of the Physical Characteristics Chart (Attachment D).

Exercise 3.

Have volunteers share their chart with the class. Discuss varying opinions expressed toward the Career Choice Section.

Evaluation

Physical characteristics should be evaluated, identified, and placed in the Student Profile Folder.

Other Suggested Resources

South Carolina Occupational Information System (SCOIS)
Vital Information for Education and Work (VIEW)
Science Research Associates, Inc.: Occupational Exploration Kit
Occupational Outlook Handbook, U.S. Department of Labor
Dictionary of Occupational Titles (DOT), U.S. Department of Labor
Guide for Occupational Exploration, U.S. Department of Labor

Follow-Up (or Outside Class) Activities

Compare answers on Physical Characteristics Chart to physical requirements of the job (career choice of individual). How do they compare?

STEP NO. 1: SELF-APPRAISAL

Lesson 2: Physical Characteristics

Educational Concept

The physical requirements of a job are equally as important as the mental and emotional requirements. The physical capabilities of the student as compared to the physical requirements of the job will be put into perspective in this section.

Objective(s)

After undergoing specific exercises, the student will:

1. Determine the assets and/or limitations of his/her physical traits through peer comparison.
2. Determine whether or not the career choice established in the Personal Inventory is a realistic choice by comparing the physical requirements of the job to the student's physical qualities.

Resources Needed

Student Profile Folder
Physical Characteristics Chart (Attachment D)
Case Studies (quotations - Attachment E)
Overhead projector (blackboard can be used)
Occupational Outlook Handbook, U.S. Department of Labor
Dictionary of Occupational Titles (DOT), U.S. Department of Labor

Long Term Activities

Exercise 1.

1. Given the Physical Characteristics Chart, the students are to fill in the Career Choice block according to their preference cited on the Personal Inventory (Attachment A).
2. Instruct the students to fill in the chart according to directions. Emphasize the importance of self-honesty.
3. Have volunteers discuss their charts with the class. Discuss the varying opinions expressed toward the Career Choice Section.
4. File Physical Characteristics Chart in Student Profile Folder.

Exercise 2.

1. Show overhead of Case Studies quotations. Discuss the following questions.
   a) Does this person have a knowledge of personal physical attributes?
   b) Is he/she using this knowledge to its best advantage?
   c) What are some related careers that he/she should consider?

Exercise 3.

Research the physical requirements of identified career choices.

Evaluation

When comparing personal physical traits and career choices, students should have identified the most useful physical characteristics.

Other Suggested Resources

South Carolina Occupational Information System (SCOIS)
Dictionary of Occupational Titles (DOT), U.S. Department of Labor
Occupational Outlook Handbook, U.S. Department of Labor

PHYSICAL CHARACTERISTICS CHART

Directions: Draw a circle around one of the three "degrees" in the column labeled "Personal Data" opposite each physical trait. Then fill in the "Career Choice" with your personal career choice. Check the columns labeled "Works For Me" or "Works Against Me" or "Has No Effect" when comparing your personal data to your career choice.

PHYSICAL CHARACTERISTICS AS COMPARED TO OTHERS IN CLASS		CAREER CHOICE:		
PHYSICAL TRAITS	PERSONAL DATA	WORKS FOR ME	WORKS AGAINST ME	HAS NO EFFECT
HEIGHT	ABOVE AVERAGE AVERAGE BELOW AVERAGE			
WEIGHT	ABOVE AVERAGE AVERAGE BELOW AVERAGE			
MUSCULAR STRENGTH	ABOVE AVERAGE AVERAGE BELOW AVERAGE			
MUSCULAR COORDINATION	ABOVE AVERAGE AVERAGE BELOW AVERAGE			
ENDURANCE	ABOVE AVERAGE AVERAGE BELOW AVERAGE			
GENERAL HEALTH	ABOVE AVERAGE AVERAGE BELOW AVERAGE			
EYESIGHT	ABOVE AVERAGE AVERAGE BELOW AVERAGE			
HEARING	ABOVE AVERAGE AVERAGE BELOW AVERAGE			
SPEECH (VOICE)	ABOVE AVERAGE AVERAGE BELOW AVERAGE			
AMOUNT OF ENERGY	ABOVE AVERAGE AVERAGE BELOW AVERAGE			

CASE STUDIES

1. I LOVE MUSIC AND HAVE A REAL EAR FOR IT. I HAVE SHORT FINGERS AND PLAY THE PIANO POORLY. MY PIANO TEACHER SAYS THAT I WILL NEVER BE A CONCERT PIANIST, AND THAT'S WHAT I WANT TO DO.

2. I LOVE CHILDREN, SO I HAVE TAKEN A JOB AS A CAMP COUNSELOR. I BECOME UNCOMFORTABLE IN THE HEAT, AND I'M ALLERGIC TO THE SUN.

3. I HAVE GOOD EYESIGHT, SO I'M GOING TO ENROLL IN A TRAINING PROGRAM FOR PROOFREADERS IN A LARGE PRINTING PLANT. I'M ALSO VERY HYPER, SO THE JOB WILL DO ME GOOD.

4. I DISLIKE LOUD NOISES, AND I LOVE CARS. I TOOK A JOB IN AN AUTO BODY REPAIR SHOP.

5. I MADE LOW GRADES IN TYPING BECAUSE OF POOR HAND AND FINGER COORDINATION. I THINK I WILL BE AN ACCOUNTANT INSTEAD OF A TYPIST.

6. A LOT OF PEOPLE TELL ME THAT I AM GOOD LOOKING. I'M GOING TO BE A MODEL.

STEP NO 1: SELF-APPRAISAL

Lesson 3: Personality and Occupational Choices

Educational Concept

Varying personalities require varying needs, wants, and points of satisfaction. A career may not fulfill these requirements if not chosen with these needs in mind. (Note: Self-fulfillment is cited as one of the primary reasons for career changes.) The students will explore their individual needs, wants, and satisfaction points, and compare these to their career choices.

Objective(s)

After undergoing specific exercises, the student will:

1. Explore and identify career expectations in terms of need.
2. identify and list values in order of priority.
3. Relate the importance of the satisfaction of these needs to a career.

Resources Needed

Student Profile Folder
Values Quiz (Attachment F)
Career Expectations (Attachment G)

Short-Term Activities

Exercise 1. Values Quiz

1. Distribute quiz and instruct students to match the values with their descriptions. Correct and discuss their answers.
2. Upon completion, the students are to number 1-15 and rate these values in order of importance to them.

Exercise 2.

1. Show Career Expectations overhead as an example and discuss.
2. See Follow-up Activities.

Evaluation

Student Profile Folder should contain a listing of personal career expectations.

Other Suggested Resources

Film: "Fascinating World of Work", National Career Consultants (15-day preview)
South Carolina Occupational Information System (SCOIS)

Follow-Up (or Outside Class) Activities

1. Instruct each student to make a personal list using the same criteria presented in Career Expectations (Attachment G).
2. Have each student write a short paragraph relating his/her identified values with individual career choice. File in Student Profile Folder.

STEP NO. 1: SELF-APPRAISAL

Lesson 3: Personality and Occupational Choices

Educational Concept

Varying personalities require varying needs, wants, and points of satisfaction. A career may not fulfill these requirements if not chosen with these needs in mind. (Note: Self-fulfillment is cited as one of the primary reasons for career changes.) The students will explore their individual needs, wants, and satisfaction points, and compare these to their career choices.

Objective(s)

After undergoing specific exercises, the student will:

1. Identify individual needs and life/work values.
2. Assess highest points of satisfaction and relate these to needs.
3. Determine whether or not his/her career choice will satisfy individual needs and values.

Resources Needed

Occupational Outlook Handbook, U.S. Department of Labor
Dictionary of Occupational Titles (DOT), U.S. Department of Labor
Personal Needs Questionnaire (Attachment H)
Student Profile Folder
5 x 8 index cards
Play money

Long-Term Activities

Instructor should have a list of values (needs) on board before activities begin.

Exercise 1.

1. Direct each student to write a short autobiography describing past achievements and most rewarding (happiest) experiences.
2. When this activity is complete, discuss the following topics.
   a) Why are these experiences important to you?
   b) What are the needs and feelings associated with these experiences?

Exercise 2.

1. Distribute Personal Needs Questionnaire (Attachment H).
2. Complete form and direct students to mark the three highest needs. File in Student Profile Folder.

Exercise 3. Values Defined

1. Instruct students to match each value to the closest description.
2. Correct and discuss answers.

Exercise 4. Values Auction

1. Give each student an equal amount of money at beginning of game. A "banker" and "auctioneer" will be necessary.
2. List values cited on board onto 5 x 8 cards.
3. Students are encouraged to review the list and decide on priorities before bidding begins. They do not have to bid on each value.
4. Instruct students to bid for each value until values are all purchased and/or money runs out.
5. Discuss results. Each student is to file 5 x 8 "winnings" in Student Profile Folder.

Evaluation

Personal needs and values will be recorded and filed in Student Profile Folder.

Other Suggested Resources

"Fascinating World of Work" - National Career Consultants
South Carolina Occupational Information Systems (SCOIS)
"The World of Work" - No. 08121, State Department of Education, Audio-Visual Library
"What Do I Do With My Time?" - 16 mm, 28 min., Educator's Guide for Free Films, Educator's Progress Service, Inc.
"Anything You Want To Be" - 28 min., Southern Bell, Career Packages

Follow-Up (or Outside Class) Activities

Have each student to compare personal needs and values to the values of a professional in the chosen career field. Ask each student to report findings and place in Student Profile Folder.

VALUES QUIZ

Directions: Match the following values with the best description.

A.	Material possessions	G.	Status
B.	Creativity	H.	Personal appearance
C.	Adventure	I.	Independence
D.	Competition	J.	Loyalty
E.	Security	K.	Acceptance
F.	Family	L.	Education

_____ 1. I just couldn't tell the other employees what the supervisor told me. I know that she told me those things in confidence.

_____ 2. I want to own my own business so I can come and go as I please.

_____ 3. I don't bring my lunch to work anymore. Everyone goes out to lunch, and I don't like to eat alone. I like to be a part of the group.

_____ 4. I want a good paying job so that I can buy a car, a stereo system, and eventually a house.

_____ 5. When I work on a project, I like to turn in something unique, something different from everyone else.

_____ 6. I don't plan to stop with four years of college. I intend to continue in school and get my doctorate.

_____ 7. During the week, I spend a great deal of time planning my wardrobe, preparing those clothes, and getting ready to go to work.

_____ 8. That job is not for me! There is no way I will spend a month at a time away from my wife and children.

_____ 9. The first day of my promotion was exciting. I got a private office with my name on the door and a personal secretary to do my typing. I really enjoyed telling people my job title.

_____ 10. The job is too boring for me with the same thing day in and day out. I'd like to travel and work for commission pay.

_____ 11. I like job security; working from nine to five every day and knowing that I will get a regular salary once a month is important to me.

_____ 12. I enjoy the pressure of sales and the challenge of seeing if I can do better than the rest.

Step 1
Attachment G

CAREER EXPECTATIONS

PHYSICAL

I WANT TO TRAVEL ON MY JOB.

I WANT TO WEAR A UNIFORM.

I WANT TO MAKE A GOOD SALARY.

I WANT TO WORK IN A QUIET, CLEAN PLACE.

I WANT TO WORK IN THE DAYTIME.

I'D LIKE TO WORK AT NIGHT.

I WANT TO USE MY HANDS WHEN I WORK.

(OTHERS) _____

_____

INTELLECTUAL

I WANT TO WORK WITH PEOPLE WHO CAN TEACH ME NEW THINGS.

I WANT TO WORK WITH MY MIND.

I WANT TO BE ABLE TO READ ON MY JOB.

I WANT TO SPEND MY TIME THINKING OF NEW IDEAS OR MAKING NEW THINGS ON THE JOB.

I WANT TO ENTERTAIN PEOPLE ON THE JOB.

(OTHERS) _____

_____

EMOTIONAL

I WANT TO BE USEFUL ON THE JOB.

I WANT TO HELP OTHERS.

I WANT TO WORK ALONE.

I WANT TO WORK WITH MANY PEOPLE.

I WANT TO FEEL NEEDED ON MY JOB.

I WANT TO SUPERVISE OTHERS ON THE JOB.

I WANT TO SPEND MY TIME WORKING WITH SMALL CHILDREN.

(OTHERS) _____

_____

_____

20

PERSONAL NEEDS QUESTIONNAIRE

Part I

Write 10 before the question if the characteristic is very important to you and you experience the feeling or need quite intensely and perhaps quite often.

Write 5 before the question if you experience the characteristic only occasionally and it is of only average concern to you.

Write O before the question if you experience the characteristic seldom or never and it is of almost no consequence to you as a feeling or need.

When you finish the questionnaire, score it according to the instructions given at the end (Part II).

_____ 1. Strive for perfection and excellence.

_____ 2. Avoid unpleasant jobs.

_____ 3. Anxious to help others.

_____ 4. Like to be alone.

_____ 5. Want others to do things your way.

_____ 6. Follow the suggestions of others.

_____ 7. Concerned about what others think of you.

_____ 8. Want to break out with new things.

_____ 9. Getting the job done is more important than the feelings of others.

_____10. Avoid arguments and debates with others.

_____11. Try to do things better than others.

_____12. Leave things unfinished.

_____13. Loyal to friends and organizations.

_____14. Rather do things for yourself than for others.

_____15. Get upset when others do not act the way you think they should.

_____16. Want someone else to be the leader.

_____17. Get the opinion of others.

_____18. Like to tell jokes and say things for the reaction of others.

_____19. Jealous or envious.

_____20. Easygoing.

_____ 21. Stick to a job until it is done.

_____ 22. Want more leisure time.

_____ 23. Show affection easily.

_____ 24. Get uncomfortable when people get too close.

_____ 25. Want to be in charge.

_____ 26. Reluctant to do things on your own initiative.

_____ 27. Wait until new styles are well established before changing.

_____ 28. Do things just for the principle involved.

_____ 29. Get revenge for injustices or insults.

_____ 30. Noncompetitive; acceptable for people to get ahead of you.

_____ 31. Want to write a great book, song or play.

_____ 32. Put things off.

_____ 33. Give encouragement and praise to others.

_____ 34. More interested in things than in people.

_____ 35. Want to influence and persuade others.

_____ 36. Easy for others to get you to do things.

_____ 37. Like to follow habit and tradition.

_____ 38. Want to look different from others.

_____ 39. Critical of others.

_____ 40. React rather unemotionally to things.

_____ 41. Like to accomplish difficult tasks.

_____ 42. Unconcerned about getting involved.

_____ 43. Like to do things with others instead of alone.

_____ 44. Want to get away from it all.

_____ 45. Willing to settle arguments.

_____ 46. Want the advice of others before making up your mind.

_____ 47. Talk about personal viewpoints and achievements.

_____ 48. Your opinions and viewpoints are different from others.

_____ 49. Interested in violence and tragedy.

_____ 50. Indifferent to meeting new people.

_____ 51. Have a feeling there is work to do.

_____ 52. Would rather let others get the credit for doing things.

_____ 53. Go along with group decisions.

_____ 54. Like to do things by yourself.

_____ 55. Look for books, ideas, ways to influence and persuade others.

_____ 56. Fearful of authority (police, boss, etc.).

_____ 57. Anxious for affection from others.

_____ 58. Do things your own way.

_____ 59. Make fun of others.

_____ 60. Try to avoid personal criticism.

_____ 61. Like to keep busy.

_____ 62. Like to be entertained in spare time (TV, newspaper, games).

_____ 63. Seek suggestions and help from others.

_____ 64. Feel that small talk is a waste of time.

_____ 65. Make plans for the group.

_____ 66. Opinion is easily swayed by others.

_____ 67. Look for encouragement from others.

_____ 68. Like to be the center of attention.

_____ 69. Blame others when things go wrong.

_____ 70. Reluctant to voice personal viewpoints.

Part II

		TOTALS
1. Add your responses to questions	1, 11, 21, 31, 41, 51, 61	A. _____
2. Add your responses to questions	2, 12, 22, 32, 42, 52, 62	B. _____
3. Add your responses to questions	3, 13, 23, 33, 43, 53, 63	C. _____
4. Add your responses to questions	4, 14, 24, 34, 44, 54, 64	D. _____
5. Add your responses to questions	5, 15, 25, 35, 45, 55, 65	E. _____
6. Add your responses to questions	6, 16, 26, 36, 46, 56, 66	F. _____
7. Add your responses to questions	7, 17, 27, 37, 47, 57, 67	G. _____
8. Add your responses to questions	8, 18, 28, 38, 48, 58, 68	H. _____
9. Add your responses to questions	9, 19, 29, 39, 49, 59, 69	I. _____
10. Add your responses to questions	10, 20, 30, 40, 50, 60, 70	J. _____

The totals shown above display your needs in the following categories. A low score signifies a low need, a high score signifies a high need.

A. ACHIEVEMENT
B. CONTENTMENT
C. BELONGING
D. ISOLATION
E. DOMINANCE
F. SUBMISSIVENESS
G. ACCEPTANCE
H. INDIVIDUALISM
I. AGGRESSION
J. PASSIVENESS

STEP NO. 1: SELF-APPRAISAL

Lesson 4: Interests, Abilities, Aptitudes

Educational Concept

Interests, abilities, and aptitudes are important considerations in making a job choice. The student will explore these three areas as they relate to individual and career choices.

Objective(s)

After undergoing specific exercises, the student will:

1. Explore and identify personal interests, occupational interests, and abilities.
2. Relate the similarities of the above to individual career choices and determine their importance.

Resources Needed

Interests, Abilities, Aptitudes Inventory (Attachment I)
Dictionary of Occupational Titles (DOT), U.S. Department of Labor
Occupational Outlook Handbook, U.S. Department of Labor
Guide for Occupational Exploration, U.S. Department of Labor
Student Profile Folder

Short-Term Activities

Exercise 1.

Distribute the Interests, Abilities, Aptitudes Inventory. Emphasize the importance of self-honesty.

Exercise 2.

Upon completion, discuss the following questions.
a) How do your interests and abilities compare?
b) How do they differ?
c) Do your past experiences have any influence on your interests and/or abilities?

Exercise 3.

Mark appropriate answers and file in Student Profile Folder.

Exercise 4.

Direct students to report their occupational preferences in the above listed resources and compare their interests and abilities to those careers.

Evaluation

Personal items will be listed objectively and filed in individual Student Profile Folder.

Other Suggested Resources

Vital Information for Education and Work (VIEW)
Science Research Associates, Inc.: Occupational Exploration Kit
South Carolina Occupational Information System (SCOIS)

Follow-Up (or Outside Class) Activities

Given a list of questions, the students will interview a professional in the chosen career field to obtain a complete job description. Reports of the interview are to be turned in along with the student's impressions of findings on the Interests, Abilities, Aptitudes Inventory.

STEP NO. 1: SELF-APPRAISAL

Lesson 4: Interests

Educational Concept

Interests, abilities, and aptitudes are important considerations in making a job choice. The student will explore these three areas as they relate to individual and career choices.

Objective(s)

After undergoing specific exercises, the student will:

1. Explore and identify personal interests, occupational interests, and abilities.
2. Relate the similarities of the above to individual career choices and determine their importance.

Resources Needed

Career Planning Program (CPP)
Guidance Department - available interests inventories
South Carolina Occupational Information System (SCOIS)
Student Profile Folder

Long-Term Activities

Exercise 1.

Arrange for interests inventory.

a) Career Planning Program (CPP) is free for 11th grade and scheduled twice a year at school's option.
b) Check with the guidance department for simple-to-administer interests inventory.

Exercise 2.

If SCOIS is available, conduct a profile search on each student in terms of interests, personality, and occupational choice.

Exercise 3.

Have each student write a paper on his/her career choice to be included in Student Profile Folder. Describe the career and how it meets personal interests.

Evaluation

Results should be filed in Student Profile Folder.

Other Suggested Resources

Occupational Exploration Kit: Science Research Associates, Inc.
South Carolina Occupational Information System (SCOIS), (30 minutes per student)
Kuder Test (or similar interests inventory)
"How A Career Develops" - No. 08009, State Department of Education, Audio-Visual Library

STEP NO. 1: SELF-APPRAISAL

Lesson 4: Abilities, Aptitudes

Educational Concept

Interests, abilities, and aptitudes are important considerations in making a job choice. The student will explore these three areas as they relate to individual and career choices.

Objective(s)

After undergoing specific exercises, the student will:

1. Explore and identify personal interests, occupational interests, and abilities.
2. Relate the similarities of the above to individual career choices and determine their importance.

Resources Needed

General Aptitude Test Battery (GATB) - optional, U.S. Department of Labor
Armed Services Vocational Aptitude Battery (ASVAB)
Guidance department

Long-Term Activities

Exercise 1.

Arrange for an ability/aptitude test to be given to the class.

a) ASVAB - Tests and proctors are provided free of charge for 10th-12th graders. Call the local army recruitment office. Results of the test will also be explained to the students.

b) GATB - This test is also free, but very long. A section may be administered to test certain skills or to better define aptitude terms.

Exercise 2.

Have students research ability level and training necessary for chosen careers and do self-comparison.

Evaluation

The results of tests should be filed in Student Profile Folder.

Other Suggested Resources

South Carolina Occupational Information Systems (SCOIS), (ability search for occupations)
"Aptitudes and Occupations" - No. 6485, State Department of Education, Audio-Visual Library

INTERESTS, ABILITIES, APTITUDES INVENTORY

Interests: Personal

1. What are your three favorite hobbies or activities?

   1. _____

   2. _____

   3. _____

2. What three subjects are you most interested in?

   1. _____ Math, English, Science,

   2. _____ Social Studies, Art, Foreign Language

   3. _____ Vocational (Subject)

3. What are some activities that you would like to learn how to do?

   _____

   _____

Place an N beside the following activities that do not interest you at all. Rank the items that are left in the order of importance to you.

_____ Reading, studying, doing research to solve problems
_____ Drawing or working with colors in projects
_____ Working with problems and numbers
_____ Planning and organizing group projects
_____ Speaking in front of people, representing a group
_____ Figuring out how things work, fixing things
_____ Singing or playing a musical instrument
_____ Physical exercise, working with hands and body
_____ Working with words, writing stories, etc.
_____ Working with details, keeping things orderly
_____ Meeting new people
_____ Working outside

Interests: Occupations

Pick three of the following occupational categories that sound the most interesting to you.

1. _____

2. _____

3. _____

Sales	Sales agent or travel agent, real estate, automobile sales, insurance sales, buyer, public relations, manufacturer's representative
Management	Hotel/motel, restaurant, store or office manager, president of a business organization, government administrator
Education	Nursery school instructor, elementary or high school teacher, college or university professor, home economist, vocational instructor, librarian
Social Services	Psychologist, sociologist, counselor, social worker, probation officer, historian
Customer Services	Waiter/waitress, flight attendant, barber/beautician, taxi or bus driver, security guard
Clerical Work	Receptionist, typist, secretary, key punch operator, cashier, bank teller, medical records clerk, telephone operator, stenographer
Legal	FBI agent, lawyer, judge, paralegal assistant, claims adjuster
Data Analysis	Computer operator, bank loan officer, accountant, auditor
Skilled Crafts	Carpenter, electrician, mechanic, cook, tailor, electronic technician, air traffic controller, surveyor, airplane pilot
Math/Science	Architect, engineer, mathematician, computer programmer, chemist, physicist, biologist
Medical/Dental	Doctor, optometrist, veterinarian, dentist, dental hygienist, pediatrician, physical therapist
Literary	Journalist, reporter, editor, novelist, playright, translator
Art	Interior decorator, commercial artist, photographer, painter, illustrator, clothes designer
Nature	Manager of seed, grain, fertilizer, plants, livestock, forest ranger
Physical	Coach, professional athelete, sports officiator
Entertainment	Radio/television announcer, comedian, model, actor/actress

Abilities: Personal

List five of your talents or skills (things you do best).

1. _____
2. _____
3. _____
4. _____
5. _____

Abilities/Aptitudes

The following abilities are listed in the eight basic skill areas. Read each sentence carefully. Mark YES if that sentence describes your ability or mark NO if the description does not fit you. Be as honest with yourself as you can.

Part I Verbal Ability

YES NO

____ ____ 1. My grades in English, social studies, and foreign languages are mostly B's or above.

____ ____ 2. I am a better than average player at word games and word puzzles.

____ ____ 3. I have written articles for the school paper or other publications.

____ ____ 4. I seldom make grammatical errors in written work and notice when they are made in writing or speaking.

____ ____ 5. I have won awards or recognition in writing, public speaking, or debating.

Part II Numerical Ability

____ ____ 1. I have a job or responsibility which requires me to keep accurate records of money or materials and I do this well.

____ ____ 2. My grades in math are mostly B's or above.

____ ____ 3. I can solve puzzles and word problems which require the use of math quickly and correctly.

____ ____ 4. I can multiply and divide decimals and fractions quickly and correctly.

____ ____ 5. I can adjust the proportions of a recipe to increase or decrease the quantity to be prepared.

Part III Spatial Ability

____ ____ 1. My grades in art, geometry, sewing, or mechanical drawing are mostly B's or above.

____ ____ 2. I can make my own clothing quite well.

____ ____ 3. I can solve block and jigsaw puzzles better than average.

____ ____ 4. I can read drawings or diagrams for assembling models.

____ ____ 5. I can estimate such things as distance, height, weight, or speed.

Part IV Form Perception

____ ____ 1. I can easily recognize differences or likenesses in sizes or shapes.

____ ____ 2. I usually notice when pictures, mirrors, or other objects are slightly crooked.

____ ____ 3. I can easily solve difficult jigsaw puzzles.

YES NO

____ ____ 4. My grades in art, science, shorthand, and mechanical drawing are usually B's or above.

____ ____ 5. I can design furniture, clothing, toys, or models well.

Part V Clerical Perception

____ ____ 1. School subjects that require figuring or close attention to detail are easy for me.

____ ____ 2. My grades in business subjects, English, and math are mostly B's or above.

____ ____ 3. I enjoy responsibilities such as the club's secretary or treasurer and I do these jobs well.

____ ____ 4. I can use the card file to locate materials in the library quickly and correctly.

____ ____ 5. I seldom make errors in spelling, punctuation, or simple arithmetic. I quickly notice these errors when they are made.

Part VI Motor Coordination

____ ____ 1. I can easily perform tasks that require fast and accurate use of my eyes, fingers, and hands.

____ ____ 2. My grades in typing, shorthand, physical education, industrial arts, or home economics are mostly B's or above.

____ ____ 3. I can paint, sew, assemble models, knit, work fine metal or wood projects, play a musical instrument or twirl a baton quite well.

____ ____ 4. I do well in one or more sports such as basketball, ping pong, golf, tennis, or softball.

____ ____ 5. I can do physical work that requires precise movements.

Part VII Manual Dexterity

____ ____ 1. I make many of my own clothes.

____ ____ 2. I can use hand tools such as saws, screwdrivers, or paint brushes quite well.

____ ____ 3. My grades in physical education, home economics, industrial arts, and instrumental music are mostly B's or above.

____ ____ 4. I am a good volleyball, basketball, or tennis player.

____ ____ 5. I can do odd jobs around the house, such as repairing extension cords, or decorating and arranging my own room.

Part VIII Finger Dexterity

____ ____ 1. My grades in typing, shorthand, industrial arts, or home economics are mostly B's or above.

____ ____ 2. I play in the school band or orchestra. I play the piano well.

YES NO

____ ____ 3. I make many of my own clothes.

____ ____ 4. I can build models, crochet, carve wood, or assemble small equipment or projects quite well.

____ ____ 5. I can perform tasks which require small detailed work with my fingers quickly and correctly.

==========

Directions: Go back to the beginning of the Abilities/Aptitudes Section. Count the number of "yes" answers in each group, and write your total beside the group numbers below.

TOTAL

_____	Part I	Verbal Ability	_____	Part V	Clerical Perception
_____	Part II	Numerical Ability	_____	Part VI	Motor Coordination
_____	Part III	Spatial Ability	_____	Part VII	Manual Dexterity
_____	Part IV	Form Perception	_____	Part VIII	Finger Dexterity

STEP NO. 1: SELF-APPRAISAL

Lesson 5: Attitudes

Educational Concept

The students will explore their own positive/negative attitudes and will determine the effects these attitudes have on their lives (careers).

Objective(s)

After undergoing specific exercises, the student will:

1. Identify the positive/negative attitudes in his/her personality.
2. Discuss the results of these attitudes, what actions they induce, and the effect they have on his/her job.

Resources Needed

Overhead I - The Progression of Negative Attitudes
Overhead II - The Progression of Positive Attitudes
Student Profile Folder

Short-Term Activities

Exercise 1.

1. Show Overhead I to reveal only the "results" column. Direct students to pick out any of these characteristics present in their lives. Discuss their choices.
2. Show the "actions" and "results" columns. Students who identified "results" in their lives (and those who did not) should pinpoint those "actions" that are apparent in their personality.
3. Show all of Overhead I. Have students pinpoint those "attitudes" that are causing current "actions" and "results" in their lives.
4. Discuss which "attitudes" could cause which "actions."

Exercise 2.

Follow the same procedure outlined above with Overhead II.

Evaluation

Identified personal attitudes will be placed in the Student Profile Folder.

STEP NO. 1: SELF-APPRAISAL

Lesson 5: Attitudes

Educational Concept

The students will explore their own positive/negative attitudes and will determine the effects these attitudes have on their lives (careers).

Objective(s)

After undergoing specific exercises, the student will:

1. Identify the positive/negative attitudes in his/her personality.
2. Discuss the results of these attitudes, what actions they induce, and the effect they have on his/her job.

Resources Needed

"Careers and Attitudes" - No. 07682, State Department of Education, Audio-Visual Library
Overhead I - The Progression of Negative Attitudes
Overhead II - The Progression of Positive Attitudes
Student Profile Folder

Long-Term Activities

Exercise 1.

1. Show Overhead I to reveal only the "results" column. Direct students to pick out any of these characteristics present in their lives. Discuss their choices.
2. Show the "actions "and "results" columns. Students who identified "results" in their lives (and those who did not) should pinpoint those "actions" that are apparent in their personality.
3. Show all of Overhead I. Have students pinpoint those "attitudes" that are causing current "actions" and "results" in their lives.
4. Discuss which "attitudes" could cause which "actions."

Exercise 2.

Follow the same procedure outlined above with Overhead II.

Exercise 3.

1. Show film "Careers and Attitudes."
2. Discuss the film as it could relate to student.
3. Discuss "attitudes" and "actions" as they would affect a job.

Evaluation

Identified personal attitudes will be placed in the Student Profile Folder.

THE PROGRESSION OF NEGATIVE ATTITUDES

NEGATIVE ATTITUDES	=	ACTIONS	=	RESULTS
Suspicion		Cruel		Worry
Anger		Weak		Tension
Greed		Cold		Despondency
Cynicism		Rude		Frustration
Inferiority		Irritable		Loneliness
Conceit		Pessimistic		Boredom
Envy		Persecuting		Poverty
Self-Pity		Drab		Sickness
Fear		Lazy		Failure
Hate		Sour		Dissatisfaction
		Apathetic		Job Weariness
		Inconsiderate		Unhappiness
		Insensitive		Fatigue
		Uncooperative		

THE PROGRESSION OF POSITIVE ATTITUDES

POSITIVE ATTITUDES =	ACTIONS =	RESULTS
Hope	Enthusiastic	Inner Peace
Love	Friendly	Energy
Patience	Considerate	Security
Confidence	Courteous	Adventure
Belief	Sincere	Growth
Understanding	Relaxed	Friendship
Anticipation	Courageous	Achievement
Expectations	Decisive	Recognition
	Optimistic	Success
	Warm	Happiness

STEP NO. 2 JOB SEARCH

STEP NO. 2: JOB SEARCH

Lesson 1: What Do I Want? Where Do I Look? Who Will Help?

Educational Concept

Through discovering how jobs fall into various categories and by recognizing their differences, one can make valid career choices.

Objective(s)

After undergoing specific exercises, the student will:

1. State a preference for a certain job related to his/her interests.
2. List methods and resources for finding job opportunities.

Resources Needed

Occupational Outlook Handbook, U.S. Department of Labor
Telephone book - yellow pages
Duplicating masters made from Attachments A,B,C,D,E,F, and G
Quiz (Attachment H)
Student Profile Folder

Short-Term Activities

Exercise 1. What Do I Want?

Review the various factors to be considered when selecting a job or career (Attachment A).

1. Have students decide if they want to work with people, data, or objects (Attachment A, Item 9).
2. Distribute worksheets according to student's choice (Attachment C - people, Attachment D - data, Attachment E - objects).

Exercise 2. Where Do I Look?

Distribute Attachment F and review introductory section aloud. Allow time for students to complete the worksheet.

Exercise 3. Who Will Help?

Distribute Attachment G. Read aloud the opening comments for both items and answer questions before the students complete the worksheet.

Exercise 4.

Distribute Quiz (Attachment H). Have students complete worksheet in class.

Evaluation

Review completed worksheets. Attachments C, D, or E will be placed in Student Profile Folder.

Place accurate copy of completed Quiz (Attachment H) in Student Profile Folder.

Other Suggested Resources

South Carolina Occupational Information System (SCOIS), (microfiche or computer terminal)

Follow-Up (or Outside Class) Activities

Using the telephone book, have the students select three businesses where they would like to work. Send them to apply for a job utilizing the skills which they will learn in Steps 3 and 4.

STEP NO. 2: JOB SEARCH

Lesson 1: What Do I Want? Where Do I Look? Who Will Help?

Educational Concept

Through discovering how jobs fall into various categories and by recognizing their differences, the student can make valid career choices.

Objective(s)

After undergoing specific exercises, the student will:
1. State a career goal.
2. Show how his/her interests, desired working conditions, and other criteria determine the occupations which would satisfy his/her needs.

Resources Needed

Occupational Outlook Handbook, U.S. Department of Labor
Newspaper – "Want Ad" section
Telephone book – yellow pages
Duplicating masters made from Attachments A,B,C,D,E,F, and G
Quiz (Attachment H)
Section Profile Folder

Long-Term Activities

Exercise 1. What Do I Want?

1. Review the various considerations when selecting a job or career. Refer to *Job Seeking: How & Where*, Step 2: "Job Search". Distribute Attachment A.
2. Discuss the three categories of job activities (working with people, data, or objects) and the students' preferences (Attachment A, Item 9). Distribute Attachments C, D, and E to students according to their indicated preference.
3. Review the 13 career clusters (Attachment B).
4. Review answers to worksheets (Attachments C, D, or E). Have students write a description of a job that will satisfy their needs.

Exercise 2. Where Do I Look?

1. Review the three most effective methods of finding job opportunities. Refer to *Job Seeking: How & Where*, Step 2: "Job Search". Distribute Attachment F.
2. Review answers to Attachment F.

Exercise 3. Who Will Help?

1. Distribute Attachment G.
2. Review answers to Attachment G.

Exercise 4.

1. Distribute Quiz (Attachment H).
2. Review answers to Quiz (Attachment H).

Evaluation

Review completed worksheets. Attachments C, D, or E will be placed in Student Profile Folder. Place an accurate copy of the completed Quiz (Attachment H) in Student Profile Folder.

Other Suggested Resources

South Carolina Occupational Information System (SCOIS), (microfiche or computer terminal)
South Carolina Employment Security Commission – speaker

Follow-Up (or Outside Class) Activities

Make a collage of people working at jobs that are people-oriented, data-oriented, and/or object-oriented.

Selecting a job or career is one of the most important decisions that you will make. The career that you pursue will provide you with a certain lifestyle and material needs. The selection of a career that is both personally satisfying and monetarily rewarding requires planning and self-appraisal.

Many factors must be considered when exploring possible career choices. From the list below select the one factor from each of the ten items which best meets (describes) your needs and write it in the space.

1. Indoors - outdoors _____
2. Standing - sitting (90% of time) _____
3. Ground level - heights _____
4. Shift - nights - regular hours _____
5. Independent work - work with groups _____
6. Routine work - varied work _____
7. Education: H.S., 2-year college, 4-year college _____
8. Physical demands: light - medium - heavy _____
9. Work with people (occasionally animals) _____
   data (words and numbers) _____
   objects (machines and tools) _____
10. Salary - yearly average
    $ 8,000 - $10,000
    $11,000 - $15,000
    $16,000 - $20,000 + _____

Jobs can be divided into clusters. Write the number of the career cluster which best describes the work situation you desire.

_____

1. Business and Office – Jobs in this area are located in the organization, administration, and general operations of governments, industries, and businesses.

2. Agriculture – This area is concerned with conservation and the production, marketing, or servicing of agricultural products.

3. Repairs and Mechanics – Occupations in this area deal with the servicing and/or repairing of machines or products.

4. Health Occupations – Careers in this field deal with providing services and/or products relating to the health of people or animals.

5. Social Services – These occupations are concerned with the study of societies and/or the performance of a variety of social or religious services.

6. Design, Communication, and Art – Careers in this area are concerned with the creation and/or transfer of ideas or information.

7. Science and Technical Occupations – These areas are concerned with solving problems, developing innovations, or providing scientific or technical services.

8. Transportation – Occupations in this field deal with the movement of people and/or goods from one place to another.

9. Construction – These occupations are involved with the building and maintenance of various types of structures.

10. Sales – Occupations in this area are concerned with the selling or marketing of products and/or services.

11. Education – Occupations in this field deal with helping individuals develop skills and acquire knowledge.

12. Personal Services – These occupations are concerned with meeting the needs of individuals by providing household, food, cleaning, personal, communication, or protective services.

13. Manufacturing – Occupations in this area deal with the changing of raw materials into useful products.

WHAT DO I WANT?

Working with People

These are occupations in which you work with and have more contact with people resulting in a *service.*

A. Make a list of four jobs that are people-oriented *(Occupational Outlook Handbook)*.

1. _____

2. _____

3. _____

4. _____

B. Pick two jobs that interest you the most and fill in the blanks.

Job Title _____

Education required _____

Working conditions _____

Physical demands _____

Salary _____

Job Title _____

Education required _____

Working conditions _____

Physical demands _____

Salary _____

C. Using the "Want Ad" section of the newspaper, cut out two ads for jobs that are people-oriented.

WHAT DO I WANT?

Working with Data

These are occupations in which you work with words and numbers resulting in *information.*

A. Make a list of four jobs that are data-oriented *(Occupational Outlook Handbook).*

1. _____

2. _____

3. _____

4. _____

B. Pick two jobs that interest you the most and fill in the blanks.

Job Title _____

Education required _____

Working conditions _____

Physical demands _____

Salary _____

Job Title _____

Education required _____

Working conditions _____

Physical demands _____

Salary _____

C. Using the "Want Ad" section of the newspaper, cut out two ads for jobs that are data-oriented.

WHAT DO I WANT?

Working with Objects

These are occupations in which you work with machines and tools resulting in a *product.*

A. Make a list of four jobs that are object-oriented *(Occupational Outlook Handbook).*

1. _____

2. _____

3. _____

4. _____

B. Pick two jobs that interest you the most and fill in the blanks.

Job Title _____

Education required _____

Working conditions _____

Physical demands _____

Salary _____

Job Title _____

Education required _____

Working conditions _____

Physical demands _____

Salary _____

C. Using the "Want Ad" section of the newspaper, cut out two ads for jobs that are object-oriented.

WHERE DO I LOOK?

Employers most often seek new employees by these three methods.

Word-of-Mouth	Asking good employees, fellow business associates, friends, and church and civic group associates is a good way to locate prospective employees.
Drop-Ins	Interviewing persons coming into a place of business seeking employment is one method of identifying employees, though not a common one in large companies.
"Want-Ads"	Advertising in newspapers and trade and professional journals is a source of prospective employees.

Make a list of three friends who have jobs that interest you.

Name	Job
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Using the telephone book (yellow pages), write the names of four businesses that interest you.

1. _____
2. _____
3. _____
4. _____

Personal contact, "want ads," and mail market campaigns are the three most effective methods of finding job opportunities.

Personal Contact	Present yourself to the potential employer by making an appointment or dropping in.
"Want Ads"	Answer "want ads" as per instructions in the ad.
Mail Market	Choose a business that interests you and write a letter enclosing a resume.

Choose two of these three methods and apply them to jobs which you want. Describe in detail an example of your plan of action.

There are other sources of information and assistance for finding available job opportunities.

Placement Agencies

School Placement Services - free
S. C. Employment Security Commission
(Job Service) - free
Private Employment Agencies - fee

Choose one of the sources listed above and investigate its services by either a telephone call or personal inquiry. Write your findings in the following space.

WHO WILL HELP?

When you are job hunting, you must take the initiative and actively use all resources which are available. People whom you know or those for whom you have worked are all potential aids in your job hunt.

Fill in the names of persons who might be of assistance to you.

Minister _____
Former employer _____
Relative _____
Friend of family _____
Neighbor _____
Teacher/counselor _____

In order for these people to be of help to you, do not hesitate to let them know that you are seeking employment.

Other resources such as the following are available.

Job Placement Counselors
Employment Security Commission
Professional and trade journals
Magazines (interest areas such as *Sports Afield, Horseman, Hobbies -- Travel,* etc.)
Libraries

QUIZ

List three interests which state your preference for certain types of job activities.

Working with 1. _____

2. _____

3. _____

Which of the three interests do you value the most?

_____

List three occupations which would meet this interest.

1. _____

2. _____

3. _____

List four people and three offices which may help you find a job.

People	Offices
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	

What do you feel is the best way to find a job? _____

_____

Map out the steps which you might follow in order to seek a job that currently appeals to you.

STEP NO. 3: JOB APPLICATION

Lesson 1: Resume

Educational Concept

A resume (also referred to as the personal data sheet) is a summary of the job seeker's qualifications and personal attributes which the individual would like to submit for consideration by a prospective employer.

Objective(s)

After undergoing specific exercises, the student will:

1. Identify the kinds of information that should be included in his/her resume.
2. Prepare a personal resume using a form provided by the instructor.

Resources Needed

Job Seeking: How & Where, pages 20-21
Overhead projector
Introductory information on Activities Concerning Resume, Application Letter, and Application Form (Attachment A)
Resume Information (Attachment B)
Resume Worksheet (Attachment D)
Transparencies of sample resume and/or personal data sheets (Attachments C,E, and F)
Questions Based on Resume Information (Attachment G)
Student Profile Folder

Short-Term Activities

Exercise 1.

The instructor will prepare the room so that students will work in groups of two or three. These groups will be assigned prior to the class session.

Exercise 2.

Arrange the room so that all students can observe the screen. An overhead projector will be utilized during this session.

Exercise 3.

At the beginning of the class period, the instructor will introduce the unit on resumes, letter of application (or cover letter) and application form. For this introduction, the instructor may utilize *Job Seeking: How & Where,* pages 20-21, and the attached Introductory Information on Activities Concerning Resume, Application Letter, and Application Form (Attachment A).

Exercise 4.

The instructor will distribute and explain the procedure for use of student materials (Attachments B, C, D, E, and F). Attachments C and D will be placed in Student Profile Folder at conclusion of lesson.

Exercise 5.

Instructor will read aloud (as students follow) and explain Sections I. What Is A Resume? and II. Why Is Your Resume Important? of Attachment B (15 minutes).

Exercise 6.

Instructor will use transparencies of sample resumes (Attachments C, E, and F) on the overhead projector. Student will be given copies of three sample resumes and also a Resume Worksheet (Attachment D) (10 minutes).

Exercise 7.

Instructor will read aloud Section III. Parts of a Resume (introductory information of Attachment B) as the student follows with his/her copy (10 minutes).

Exercise 8.

Instructor will point to the introductory information section on the sample resume transparency (Attachment C) and then assist the student in finding the corresponding introductory information section on his/her sample resume (Attachment C) (10 minutes).

Exercise 9.

Instruct the student to complete the same section of the introductory information section using the Resume Worksheet (Attachment D) (10 minutes).

Exercise 10.

Once the procedure is understood by the students, allow them to work in their groups at their own speed, reading the material aloud and assisting each other. *The students should understand that the Resume Worksheet is to be completed prior to the second class period and should be returned to assist with the completion of the Job Application Letter* (5 minutes). It will be placed in the Student Profile Folder.

Exercise 11.

Assign the completion of the Questions Based on Resume Information Form (Attachment G) (5 minutes). This assignment is to be returned at the beginning of the next class period and placed in the Student Profile Folder.

Evaluation

Review the Questions Based on Resume Information Form (Attachment G) (outside class activity). Correct completion of this form should demonstrate the student's understanding of information concerning the preparation of a resume.

Review the completed Resume Worksheet (Attachment D) that is started in the class period and completed outside the class to determine areas that need assistance. From this worksheet a complete, marketable resume for the student will evolve.

Other Suggested Resources

Educational Staff of the EDN Corporation. "Your Resume," *Career Planning Workshop.* Jenkintown, Pa.: EDN Corporation, pages 16-18, 28-29.

Follow-Up (or Outside Class) Activities

Have the student correctly complete the Questions Based on Resume Information Form (Attachment G).

Have the student correctly complete the Resume Worksheet (Attachment D).

STEP NO. 3: JOB APPLICATION

Lesson 1: Resume

Educational Concept

A resume (also referred to as the personal data sheet) is a summary of the job seeker's qualifications and personal attributes which the individual would like to submit for consideration by a prospective employer.

Objective(s)

After undergoing specific exercises, the student will:

1. Identify the kinds of information that should be included in his/her resume.
2. Prepare a personal resume using a form provided by the instructor.

Resources Needed

Job Seeking: How & Where, pages 20-21
Overhead projector
Introductory information on Activities Concerning Resume, Application Letter, and Application Form (Attachment A)
Resume Information (Attachment B)
Resume Worksheet (Attachment D)
Questions Based on Resume Information (Attachment G)
Transparencies of sample resume and/or personal data sheets (Attachments C,E, and F)
Student Profile Folder

Long-Term Activities

The same lesson plan which was presented for Short-Term Activities may be successfully completed over a two-period class time by having the student complete the Follow-Up (or Outside Class) Activities during the regular class period.

Evaluation

Review the Questions Based on Resume Information Form (Attachment G). Correct completion of this form should demonstrate the student's understanding of information concerning the preparation of a resume.

A review of the completed Resume Worksheet (Attachment D) will enable the instructor to determine areas that need assistance. From this worksheet a complete, correct, marketable resume for the student will evolve.

Other Suggested Resources

Educational Staff of the EDN Corporation. "Your Resume," *Career Planning Workshop.* Jenkintown, Pa.: EDN Corporation, pages 16-18, 28-29.

INTRODUCTORY INFORMATION ON ACTIVITIES CONCERNING RESUME, APPLICATION LETTER, AND APPLICATION FORM

1. The instructor begins by explaining that a resume is a summary of facts about the student relevant to the job he/she is seeking. (Refer to page 20 of *Job Seeking: How & Where.)*

2. The instructor then explains personal history required by the employer. Application forms are straightforward with little space to stress achievements.

3. Many positions require both a resume and a job application form.
   a) In some situations when your resume has been effective, you will be invited to fill out an application form.
   b) In other cases, the employer will not even look at your resume until you have filled out an application form. WHY?
      - Employers may assume your resume highlights only your strengths. The job application form will give a truer picture of the facts.
      - Employers consider a job application form to be an official record that will go into your personnel file if you are hired.

4. With the employer's permission, you may be able to simply attach your resume to the blank application form before you are granted a job interview. *Never do this, however, without first asking if the practice is acceptable.* If you substitute your resume without asking, you may risk being seen as a person who takes the easy way out and is unwilling to do a complete, careful job.

5. Not all jobs require resumes. Some food service or factory jobs are no-resume jobs and often carry less responsibility than other positions for which you may need a resume.

RESUME INFORMATION

Getting the job you want will not be easy in today's crowded market. You will need all the help you can get in order to persuade an employer that you are better qualified than other applicants for the job you are seeking. To do this, you need a good resume. Essentially, your resume is a sales presentation which describes the talents, skills, and experience you have to offer your prospective employer.

Another explanation of a resume is that it is a personal data sheet, a short summary of important facts about you. These facts help an employer decide whether or not to hire you. Any person who is serious about seeking a job should always have a resume that is well thought-out, up-to-date, and well-prepared.

Today's job market is saturated with an educated, qualified working population. The number of trained job seekers has increased drastically over the past decade, as has the number of women now seeking employment outside the home. Because of this increased competition for jobs, the importance of a good resume cannot be overemphasized.

Employers may receive hundreds of resumes for a single position; large corporations handle as many as 50,000 or more yearly. Therefore, a carefully written resume is an invaluable tool if you are to secure the job you want in today's crowded market.

II. Why Is Your Resume Important?

While there are several reasons for preparing a resume, the most important advantage is that it gives you a chance for a personal interview with the employer. It interests him/her in your abilities by offering an attractive, systematic presentation of your assets. It tells who you are, what you know, what you have done, what job you want, and why you would be well-qualified for that job. After you have left the interview, your resume stays with the employer as a visual reminder of your visit. Employers will often judge you as being *above average* on the strength of your resume.

The employer is not the only person who profits from the resume. It also offers several important advantages to you, the applicant.

1. A resume saves you time by eliminating purposeless interviews with employers who may not be looking for someone with your specific qualifications.

2. Your resume prepares you for the job interview by forcing you to express yourself in an organized manner. You will be apt to feel more confident in an interview with all the facts and dates in front of you. You will discuss your qualifications with the employer without fumbling for exact information.

3. Having your resume on hand will help you complete a job application quickly and accurately.

4. If you do not get an interview, your resume may be put on file with your employment application. Often this extra fact sheet will help you get an interview at a later date.

5. A resume may be mailed to out-of-town employers and more local employers than you could visit. This strategy saves time and money.

The resume is the most widely accepted medium of communication between a job seeker and a prospective employer. Before you begin to write your resume, you should put yourself in the employer's place and ask yourself what you would want to know if you were doing the hiring.

The first impression you make on a prospective employer is crucial. Because your resume creates this first impression, it must be neat, complete, clear, and concise. If your resume leads the employer to form a poor impression of you, you may not even get to interview for the job you want. A look at the eight basic parts of the resume will help you to avoid problems that might hamper your success in securing desired employment.

III. Parts Of A Resume

The resume begins with introductory information. The word RESUME, in all capital letters, should be at the top of the page. Your name, address, and telephone number should follow. Identify yourself by the name you normally use in your business and personal life. Avoid nicknames and spell out your first name.

Type your address with your complete house number and street or route and box number, wherever applicable. Spell out your city and either spell out your state or be sure it is correctly abbreviated. Be sure to include your zip code. When you type your telephone number, be sure to include your area code.

The next part of the basic resume, the personal information section, is optional according to recent federal regulations. Nevertheless, many employers appreciate this information, so each person must decide whether or not to include it. Because some jobs have prerequisites in this area, you may want to list some personal information. (For example, airplane flight attendants cannot exceed a certain height, and in the trucking industry, loading dock workers must meet height and weight specifications.)

The following is personal information that would prove helpful to an employer.

1. Social Security Number
2. Height
3. Weight
4. Day, month, and year of your birth
5. Age
6. Marital status

The job objective section of the resume should be specific enough so that the person reading your resume can tell the type of job you desire. However, you may choose to make your job objective comprehensive enough to cover several related areas if you don't have a specific position in mind. Beginning resume writers sometimes make their job objectives too long, too wordy, or too general. Also, many resumes do not include a section on job objective. Since your resume reflects your personality, you may choose whether or not to include this section.

The education part of your resume is very important. In this section, you should list all the schools you have attended, placing the last one first. List the dates of attendance at each school and indicate whether you graduated and/or received a diploma, a certificate, or a high school equivalency diploma (GED).

If you have attended many schools, it is best to write a summary statement. For example: "Attended six different elementary and junior high schools in the Columbia, South Carolina, area." You might then give information about the high school you attended or are attending. If you have not graduated, state when you expect to do so.

Attendance at a vocational-technical school indicates additional occupational training, so that should be listed on your resume. You may also list any special courses or programs that further qualify you for the job you are seeking.

An employer is interested in the applicant's honors and activities, especially if they relate to his/her job objective. Honors, achievements, and outside interests (to include community activities such as American Red Cross, etc.) can sometimes substitute for actual work experience. Your participation in sports, music, or other activities in school should also be listed, along with any special honors you may have received. Serving as a homeroom officer, a team captain, making the honor roll, or working on committees all show a sense of responsibility and achievement. These extracurricular activities demonstrate that you can work well with others.

The next part of the resume deals with work experience. Your most recently held job should be cited first. For all jobs listed, include dates of employment, name of company, city and state, position held, and responsibilities. Although you may or may not have had much actual work experience, include all paid and nonpaid work experience in this section. You can benefit by listing any type of employment, even if it is only babysitting or mowing lawns. Work of any kind shows initiative, ambition, and a willingness to accept the responsibility which accompanies a job.

The skills section of the resume reflects the mastery of something. Skills that you have obtained in school or elsewhere are important for getting the job you want. An employer will carefully examine your skills to determine where you could be placed within the business. In this section you should also list any machines you can operate that might be used on the job. Some examples of skills are bookkeeping; office machine operator; woodworking; welding; cooking; auto repair; typing; shorthand; operation of cash register, adding machine, and grill; operation of farm equipment; electronic wiring; fork lift operator; and arts and crafts talent.

On a resume, a reference is someone who knows you, but is not related to you. An employer may contact a reference to see what that person thinks of you. Be prepared to list several good references such as a teacher who knows you well; a friend who is well-established in business; guidance counselors; a priest, minister, or rabbi; friends or neighbors of your parents; or other individuals in your community *who know your ability to perform on a job.* A relative should not be used as a reference because the employer is likely to question their objectivity when someone in whom they are so personally interested is involved. A teenage friend is also not a good reference.

You should list at least three persons who have agreed to serve as references for you. *It is important to ask their permission before putting their names on the resume.* In this way you are assured that the person will be prepared to give the employer information that will represent you favorably. For example, a teacher you had some time ago, who works with a hundred or more students each year, may need a little time to put your name and face together and to review your past records. Women who marry and choose to add their husband's name should make sure their references recognize them by their new names. When you list these three references, be sure to include their name and title, company name in full, and company's street address, state, zip code, and phone number.

After you have completed a practice copy of your resume to your satisfaction, type a neat, error-free final copy on a good grade of white bond paper (standard size). If possibe, your resume should be confined to only one side of a single sheet of paper.

A resume should never be mailed without a cover letter, addressed personally to the employer. Although every cover letter should be individually typed, it is permissible for the resume to be duplicated as long as the quality of the reproduction equals that of the original.

RESUME

JOANNE B. BROWN
P. O. Box 156
Olar, South Carolina 29843

Telephone: 803-593-3721
Soc. Sec. No.: 247-87-9397

PERSONAL

Birthdate: January 6, 1964
Marital Status: Single

Height: 5'4"
Weight: 115 lbs.

JOB OBJECTIVE

EDUCATION

Barnwell High School, Barnwell, South Carolina	1979
(High school diploma to be awarded in June 1983)	
Barnwell Middle School, Barnwell, South Carolina	1977-1979
Barnwell Grammar School, Barnwell, South Carolina	1971-1977

Barnwell County Vocational Center, Blackville, South Carolina
(Completion of a two-year course in Health Occupations in May 1983)

HONORS, ACHIEVEMENTS, AND OUTSIDE INTERESTS

President of Health Occupations Students of America (HOSA)
Student Council Representative, Barnwell High School
Cheerleader for football, Barnwell High School

WORK EXPERIENCE

Babysitting for same family for four years (James F. Hartzog, Olar, South Carolina)
Cashier for Bennett's Drugs and Sundries, Saturdays for two years (W. T. Bennett, Owner, Olar, South Carolina)

SKILLS

Typing, dealing with customers, driving farm equipment, answering telephone, cashiering, photography, patient-care, taking of vital signs

REFERENCES

Mrs. June Cole
Instructor of Health Occupations
Barnwell County Vocational Center
Rt. 2, Box 232
Blackville, South Carolina 29817
803-259-5512

Mrs. Jean Cave
Guidance Counselor
Barnwell High School
Barnwell, South Carolina 29812
803-258-3915

Mr. John F. Peeples
Minister
First Baptist Church
Olar, South Carolina 29843
803-368-7725

RESUME WORKSHEET

NAME
ADDRESS

TELEPHONE
SOC. SEC. NO.

PERSONAL

JOB OBJECTIVE (OPTIONAL)

EDUCATION

HONORS, ACHIEVEMENTS, AND OUTSIDE INTERESTS

WORK EXPERIENCE

SKILLS

REFERENCES

SAMPLE RESUME

Personal Data Sheet

The purpose of a data sheet is to present in a brief, easy-to-read form all the data about yourself that a prospective employer would need to know.
Shown below is a data sheet typed in acceptable style and form giving the information usually needed. Use it as a guide in typing your own data sheet.

The illustrated form is typed in pica type with one-inch top, side, and bottom margins. You may want to use margins more suitable to your material. A one-page data sheet is desirable; but if you find you will need a second page, plan to carry a complete section to the next page.

PERSONAL DATA SHEET

Student's name — Telephone number
Street address
City, state, ZIP Code

Personal Data

Age: Weight: Marital status:
Height: Health: Draft status:

Education

High School: Was graduated from a four-year course at _____
High School (city, state, and year)

Business College: Was graduated from a (type and length) course at _____
Business College (city, state, and year)

College: Completed _____ semester(s) at _____College, (city, state, and year)
with a degree of _____

Business Subject	No. of Semesters	Proficiency
Shorthand	3	100 net words a minute
Typewriting	3	65 net words a minute
Business machines	1	Proficient in use of adding machine, calculator, duplicating machine
Secretarial practice	1	Including filing principles
Business correspondence	1	Knowledge of grammar and forms
Data processing	1	Including keypunch

Grades: All A's and B's (or point standing or class rank)

Work Experience

Part-time stenographer, J. C. Penny Company, (city, state, and dates)
Full-time receptionist and clerk, Mr. Marshall Bean, Attorney, (city, state, and dates)

References

Miss _____, Dean of Girls, (school, city, state)
Mr. _____, Manager, J. C. Penny Company, (city and state)
Mr. Marshall Bean, Attorney, (city and state)

PERSONAL DATA SHEET

NAME: Joan T. Harbor

ADDRESS: 5938 Princeton Road
Hamilton, Ohio 45011

TELEPHONE: (216) 533-7043

(LEAVE SPACE FOR PHOTOGRAPH HERE)

EDUCATION: Senior at Garfield High School to be graduated in June, majoring in business subjects

AGE: 18 years

HEALTH: Excellent

WEIGHT: 121 lbs.

MARITAL STATUS: Single

HEIGHT: 5 ft. 7 in.

SUBJECTS STUDIED

Bookkeeping - 4 semesters
Typewriting - 4 semesters
Shorthand - 3 semesters
Secretarial Practice-1 semester
Business Law - 1 semester
Consumer Economics - 1 semester
Principles of Selling - 1 semester
Business English - 1 semester

STUDENT ACTIVITIES

Secretary, Senior Class
Vice-President, Commerical Club
Member of Senior Prom Committee
Chairman, Young People's Church Fund

SPECIAL SKILLS

Am accurate and efficient in maintaining books. Take shorthand at approximately 100 words per minute. Type at approximately 65 words per minute. Trained in the operation of adding machine, calculator, and mimeograph machine.

BUSINESS EXPERIENCE

Worked one summer and every Saturday during one year as salesclerk in Barry's Men's Store.

REFERENCES

Miss Mary McCabe, teacher of shorthand and typewriting, Garfield High School, Hamilton, Ohio 45011
Mr. Wendle Webb, bookkeeping teacher, Garfield High School, Hamilton, Ohio 45011
Mr. Francis Barry, proprietor of Barry's Men's Store, 1213 Fifth Street, Hamilton, Ohio 45012

QUESTIONS BASED ON RESUME INFORMATION

Write the answers to the following questions in the spaces which are provided.

1. What are the two primary functions of a resume?

   a)

   b)

2. What are three ways the job applicant can profit from the resume?

   a)

   b)

   c)

3. What are three characteristics of a good resume?

   a)

   b)

   c)

4. List in order the eight basic sections of a resume. Note which section is optional.

   a)

   b)

   c)

   d)

   e)

   f)

   g)

   h)

5. What three items are included in the introductory information section of a resume?

   a)

   b)

   c)

6. What five items are included in the personal information section of a resume?

   a)

   b)

   c)

   d)

   e)

7. What are three common faults found in a statement of a job objective?

   a)

   b)

   c)

8. What three items of information about each school you have attended should be listed in the information section?

   a)

   b)

   c)

9. List two requirements for filling in the work experience portion of the resume.

   a)

   b)

10. Why is it valuable to list honors and activities on your resume?

11. What would the skills section on your resume reflect?

12. What are references?

13. Why is it important to secure prior permission before listing someone as a reference?

14. What kinds of people make good references? What kinds of people make poor references?

15. What items of information should appear on each line of reference listing?

16. What three rules govern the typing of a resume and the sending of it to a prospective employer?

    a)

    b)

    c)

STEP NO. 3: JOB APPLICATION

Lesson 2: Letter of Application

Educational Concept

A correctly completed application form is a strategy used by an employer to determine which job applicants should be called for a personal job interview.

Objective(s)

After undergoing specific exercises, the student will:

1. Prepare a simple letter of application using the attached sample letters as models.
2. Complete the tasks involved in writing letters of application.

Resources Needed

Job Seeking: How & Where, pages 16-19
Completed Resume Worksheet (Attachment D, Lesson 1)
Duplicating masters made from Attachments H, I, J, K, and L for distribution to students
Want ads from a local or statewide newspaper (Refer to Resources, Step 2)
Assessment Sheet for Letter of Application (Attachment M)
Student Profile Folder

Short-Term Activities

Exercise 1.

At the beginning of the class period, the instructor will introduce the unit on the Letter of Application (Cover Letter) (Attachment H) using pages 16-19 of *Job Seeking: How & Where.* The instructor will also review the Introductory Information on Activities Concerning Resume, Application Letter and Application Form (Attachment A, Lesson 1).

Exercise 2.

Instructor will read aloud (as students follow) and explain sections on Letter of Application (Cover Letter) (Attachment H). The instructor will also assist students in recognizing each section of the sample letters (Attachments J, K, and L) (10 minutes).

Exercise 3.

Distribute the want ads of a local or statewide newspaper and allow each student to select a job opportunity that interests him/her and for which he/she feels qualified. Instruct the student to complete the Letter of Application (Cover Letter) Exercise (Attachment I). Distribute sample letters of application to aid with the exercise (Attachments J, K, and L) (10 minutes).

Exercise 4.

The above exercise will be taken up at the end of the class period. Impress upon the students that *the resume should be completed to finish this exercise!*

Exercise 5.

At the end of the class period the instructor should assign the Assessment Sheet for the Letter of Application (Cover Letter) (Attachment M). This exercise should be returned at the next class period.

Exercise 6.

During the class period, the instructor should assist students on an individual basis with their letters of application as the need arises. A correctly prepared letter of application will be placed in the Student Profile Folder.

Evaluation

Student's letter of application that is written during the class period will be evaluated by the instructor to determine areas that need assistance. It will be placed in the Student Profile Folder.

Assessment Sheet for Letter of Application (Cover Letter) (Attachment M), an outside class activity that is correctly completed in writing, will demonstrate the student's understanding of the notes provided on letters of application. It will be placed in the Student Profile Folder.

Other Suggested Resources

Lynch, Richard L. "Writing a Letter of Application." *Getting the Job.* New York: McGraw-Hill, Inc.

Meehan, James R.; Pasework, William R.; and Oliverio, Mary Ellen. "Applying for a Job by Letter." *Clerical Office Procedures.* 5th ed. Cincinnati: South-Western Publishing Co.

Follow-Up (or Outside Class) Activities

Assessment Sheet for Letter of Application (Cover Letter) (Attachment M)
Completion of resume (if not completed)
Completion of classroom assignment – Letter of Application – if not completed

STEP NO. 3: JOB APPLICATION

Lesson 2: Letter of Application

Educational Concept

A correctly completed application form is a strategy used by an employer to determine which job applicants should be called for a personal job interview.

Objective(s)

After undergoing specific exercises, the student will:

1. Prepare a simple letter of application using the attached sample letters as models.
2. Complete the tasks involved in writing letters of application.

Resources Needed

Job Seeking: How & Where, pages 16-19
Completed Resume Worksheet (Attachment D, Lesson 1)
Duplicating masters made from Attachments H, I, J, K, and L for distribution to students
Want ads from a local or statewide newspaper (Refer to Resources, Step 2)
Assessment Sheet for Letter of Application (Attachment M)
Student Profile Folder

Long-Term Activities

The same Lesson Plan which was presented for Short-Term Activities may be successfully completed over a two-period class time by having the student complete the Letter of Application (Cover Letter) Exercise (Attachment I) and Assessment Sheet for Letter of Application (Cover Letter) (Attachment M) during the regular class period.

Evaluation

Student's letter of application that is written in class period will be evaluated by the instructor to determine areas that need assistance. It will be placed in the Student Profile Folder.

Assessment Sheet for Letter of Application (Cover Letter) (Attachment M), an outside class activity that is correctly completed in writing, will demonstrate the student's understanding of the notes provided on letters of application. It will be placed in the Student Profile Folder.

Follow-Up (Or Outside Class) Activities

Completion of resume (if not completed)
Completion of classroom assignment – Letter of Application – if not completed

LETTER OF APPLICATION (COVER LETTER)

You are now ready to contact potential employers. In some situations, you may need to write a letter of application to the company before you apply in person for a job. This letter of application (or cover letter) consists of a few simple paragraphs that identify the job for which you are applying, your qualifications, and your request for an interview. This letter of application will usually be the first contact a prospective employer will have with you so be sure it is an effective representative. *Remember the value of a good first impression.*

You must write a letter of application to a company if the company is in another city located a great distance from your home; you are answering a want ad in a newspaper or a magazine; or the company requests a letter of application.

When writing a letter of application, follow these basic rules.

1. Keep the letter short, clear, and businesslike. Proofread carefully for content and then have another person such as a teacher or parent read it for correct spelling, punctuation, and grammar.

2. Type the letter neatly on a good grade of bond paper (8½ x 11"). If you cannot type well, have a trained person type it for you. No smudges or poorly erased corrections should appear on the letter. Remember - create a good first impression.

3. Enclose a copy of your resume with your letter of application.

4. Address your letter to a specific person, if possible. Either use the city directory to find such a name, call the company and request the name of the personnel director, or use other sources.

5. The first paragraph of the letter should identify your source of information for the job vacancy. It should also state the purpose or reason for writing the letter.

6. Use the second and/or third paragraphs of the letter to tell why you are applying for the specific position and to state the qualifications which make you suitable for the job. Avoid bragging to show that you are different from the other applicants, but do point out your qualifications.

7. The final paragraph should be brief and tell the reader how to contact you. This is the "action part" of the letter so do request an interview. You also should include a statement thanking the employer for considering your application.

Do not be too surprised or disappointed if you do not receive a reply. The important point to consider is that you did write a good letter telling the reader of your qualifications for the job. This letter (with your resume) may be filed for later consideration for a different position.

LETTER OF APPLICATION (COVER LETTER) EXERCISE

Select the job advertised in the newspaper ads that most interests you. Assume that you have the qualifications needed for this job. Read the ad carefully. After you finish reading the ad and deciding exactly how you will apply for the job, perform the following exercises.

1. *Write a letter of application applying for the job you have selected.* Use the samples of letters of applications which you have been given to help you write your letter. Do not copy the letters. Be sure to notice that each sample shows not only a purpose for writing the letter, but also the qualifications of the person who is doing the writing. Also notice that each sample letter requests an interview.

2. *Adapt your resume so that it will represent you in the best light for the job for which you are applying.* Attach the adapted copy of your resume to your finished letter of application.

3. *Address an envelope correctly to the person or company to whom you are writing your letter of application.*

SAMPLE LETTER OF APPLICATION[1]

108 State Street
Forest Trees, South Carolina 21111
(Use current date)

Ms. Connie Harris, Personnel Director
Edwards Textile Company
1304 High Avenue
Conway, South Carolina 20000

Dear Ms. Harris:

The position of graphic artist which you advertised in yesterday's Greenville Newspaper is one for which I feel well qualified. Your consideration of me as an applicant would be appreciated.

As you can see from the enclosed resume, I have had varied and numerous experiences in working in the area of graphic communications. For example, in a statewide contest that identified the best students in graphic communications, I was rated second in South Carolina. Moreover, my average grades in this vocational area have always ranked among the upper 10% of my class.

As a graphic artist in your company, I would eagerly put to use some of my skills in layout and illustrations. These skills have been cultivated in school as well as at home. Work experience at the local newspaper has given me on-the-job training in the graphic communications department. I enjoy this type of work immensely; I also enjoy working with others who have common interests in preparing the best possible product.

At your convenience, I would appreciate being interviewed for the position. I can be reached any weekday from 9 a.m. to 5 p.m. at this telephone number: 749-1234. If you prefer to write, please use the address on this letter. Thank you for your consideration of my request.

Sincerely,

Mary Dean

Mary Dean

Enclosure

[1]South Carolina Department of Education, *Job Seeking: How & Where* (Columbia, S.C.: Department of Education, 1981), page 19.

SAMPLE LETTER OF APPLICATION

1314 East 17th Street
Sedalia, Missouri 65301
(Use current date)

Mr. Gene Gray, Manager
Georgia Plymouth Company
615 South Tryon Street
Kansas City, Missouri 65321

Dear Mr. Gray:

In reading the *Kansas City Star* Classified Ad Section, I see that you have an opening for an auto mechanic. I am very interested in such a position.

I shall graduate (or complete my training) in the spring of this year and plan to move to Kansas City soon thereafter.

I believe with my work experience through the (course name) and my personal interest in the field, I qualify for such a position. I would definitely want to work with a company that offers as many benefits as you mention in your ad.

If it is convenient for you, I plan to be in Kansas City next Friday, July 27, and would like to talk to you about this position or a similar one. I am enclosing a personal data sheet for further inspection. In case you wish to call, my phone number is (816) 827-1032.

Sincerely,

Harold Hanes

Harold Hanes

Enclosure

SAMPLE LETTER OF APPLICATION

403 North Main Street
Sedalia, Missouri 65301
(Use current date)

Mr. Fred Dale, Personnel Manager
Good Manufacturing Company
238 Cotton Road
Sedalia, Missouri 65301

Dear Mr. Dale:

Within the past few years I have become interested in the type of engine that your company has been manufacturing. For several years I have owned and worked with your engine and feel that it is a breakthrough in modern transportation. With this personal interest in your company and my personal experience during the past few years, I would like to apply for a position with you.

I completed my high school education in May 19__ and will complete my two-year technical degree from State Fair Community College in May of this year.

While in school I have been working for a dealer that distributes and services your engine. This experience has been invaluable to me in helping make a decision as to the kind of work I would like to do. I am enclosing a resume that will give more details.

I would like very much to discuss this opportunity with you at your earliest convenience.

Sincerely yours,

William Riley

William Riley

Enclosure

ASSESSMENT SHEET FOR LETTER OF APPLICATION (COVER LETTER)

When you write a letter of application, you need to know the rules to follow in order to write a good letter. Use your notes concerning a letter of application and answer the following questions in your own words.

1. List three situations where it may be necessary to write a letter of application to apply for a job.

   a) _____

   b) _____

   c) _____

2. What should your first paragraph tell the person to whom you are writing?

3. What should you include in your second and/or third paragraphs?

4. What should you include in your last paragraph?

5. What should you always include with your letter of application?

6. What are some general rules to follow in preparing this letter of application that will create a good first impression?

STEP NO. 3: JOB APPLICATION

Lesson 3: Application Form

Educational Concept

A correctly completed application form is a strategy used by an employer to determine which job applicant should be called for a personal job interview.

Objective(s)

After undergoing specific exercises, the student will:

1. Identify the kinds of information necessary for the successful completion of a job application (information will be provided for the student).
2. Correctly complete a job application form for employment using the sample forms and exercises in answering application forms.

Resources Needed

Job Seeking: How & Where, pages 22-26
Resume Worksheet (Attachment D, Lesson 1)
Resume and Job Application: A Discussion (Attachment N)
Student handout, Job Application – General Information (Attachment O)
Overhead projector
Transparencies for correctly completed application (Attachment Q), application with a few errors (Attachment R), and application with many mistakes (Attachment S)
Duplicating masters made from Hints for Completing Applications (Attachment P), Work History Worksheet (Attachment T), and Company X Application for Employment (Attachment U)
Student Profile Folder

Short-Term Activities

Exercise 1.

Prepare the room so that students can observe screen for the overhead projector. A brief discussion related to resumes and job application forms will be held (Attachment N).

Exercise 2.

At the beginning of the class period, introduce the unit on application forms using *Job Seeking: How & Where,* pages 22-26. Review the introductory information on Activities Concerning Resume, Application Letter and Application Form (Attachment A, Lesson 1).

Exercise 3.

Ask students if any problems exist with completing the Resume Worksheet (Attachment D, Lesson 1). Explain that this Worksheet should be prepared in a final, professional-looking copy for the student's benefit. The Resume Worksheet will also be used by the student as he/she completes the application form.

Exercise 4.

Distribute Job Application – General Information (Attachment O) and read aloud as students follow.

Exercise 5.

Explain to the class that "Company X recently hired an employee by reviewing applications." Applications were used because they were uniform and informational; contained basic data; and were used in record keeping, filed by date and type of employment (15 minutes). The length of time an application is kept on file will vary with each company.

Exercise 6.

Distribute copies of Hints for Completing Applications (Attachment P). Read aloud and explain as students follow (15 minutes).

Exercise 7.

Show three transparencies to the class. The first will be an application filled out correctly (Attachment Q); the second application will have some mistakes (Attachment R); and the third application will have many mistakes (Attachment S).

Allow class to criticize and locate all errors. Stress points as listed on Hints for Completing Applications (Attachment P) (10 minutes).

Exercise 8.

Tell students they will each have an opportunity to complete a similar application. The students are to apply for any job that they would like to have and could qualify for now or after graduation (20 minutes).

1. Each student is to complete the Work History Worksheet (Attachment T) as an outside class activity.
2. Each student will complete, neatly, correctly and in ink, Company X Application for Employment (Attachment U). This application will be completed outside of class.
3. The completed Work History Worksheet and Company X Application will be returned to the instructor at the next class meeting. The completed Application Form (Attachment U) will be placed in the Student Profile Folder.

Evaluation

The Company X Application for Employment (Attachment U), completed outside class correctly, neatly and in ink, will demonstrate the student job seeker's ability to identify the kinds of information needed to complete an application form. It will be placed in the Student Profile Folder.

Follow-Up (or Outside Class) Activities

Complete, in writing, the Work History Worksheet (Attachment T).

Complete correctly, neatly, and in ink, the Company X Application for Employment (Attachment U).

STEP NO. 3: JOB APPLICATION

Lesson 3: Application Form

Educational Concept

A correctly completed application form is a strategy used by an employer to determine which job applicant should be called for a personal job interview.

Objective(s)

After undergoing specific exercises, the student will:

1. Identify the kinds of information necessary for the successful completion of a job application. (Information will be provided for the student.)
2. Correctly complete a job application form for employment using the sample forms and exercises in answering application forms.

Resources Needed

Job Seeking: How & Where, pages 22-26
Resume Worksheet (Attachment D, Lesson 1)
Resume and Job Application: A Discussion (Attachment N)
Student handout, Job Application – General Information (Attachment O)
Overhead projector
Transparencies for correctly completed application (Attachment Q), application with a few errors (Attachment R), and application with many mistakes (Attachment S)
Duplicating masters made from Hints for Completing Applications (Attachment P), Work History Worksheet (Attachment T), and Company X Application for Employment (Attachment U)
Student Profile Folder

Long-Term Activities

The same Lesson Plan which was presented for Short-Term Activities may be successfully completed over a two-period class time by having the student complete the Follow-Up (or Outside Class) Activities during the regular class period.

Evaluation

The Company X Application for Employment (Attachment U) application worksheet completed correctly, neatly, and in ink, will demonstrate the student job seeker's ability to identify the kinds of information needed to complete an application form. It will be placed in the Student Profile Folder.

RESUME AND JOB APPLICATION: A DISCUSSION

Explain to the students that a resume is a summary of facts that are important for the job you are seeking. Refer to page 20, *Job Seeking: How & Where,* to reinforce this premise.

Job applications are statements of personal history that the employer requires. Applications forms are straightforward with little space to stress achievements.

Not all jobs require resumes. Usually, no-resume jobs such as some food service or factory jobs carry less responsibility than do positions for which you need a resume.

Many positions require both a resume and a job application form.

1. In some cases, if your resume looks good, you will be invited to fill out an application form.

2. In other cases, the employer will not even look at your resume until you have completed the routine of filling out an application form. WHY?

— Employers may assume your resume highlights only your strengths. The job application form will give a more accurate picture of the facts.

— Employers consider a job application form to be an official record and it goes into your personnel file if you are hired.

With the employer's permission, you may be able to simply attach your resume to the blank application form before you are granted a job interview. *Never do this, however, without first asking if the practice is acceptable.* If you substitute your resume for the application form without asking, your action could have a negative effect. You risk being seen as a person who takes the easy way out and is unwilling to do a complete, careful job.

JOB APPLICATION–GENERAL INFORMATION

Why is a job application form important? The main reason is that it is often used to determine who will and who won't be called for a personal job interview.

The employment application gives the employer facts about you which can be kept on file. Consider your application with these thoughts in mind.

> Your application form is a mirror of you. If it is sloppy or filled with errors, what does it reflect about you? What you say, how you say it, and how you put the facts down will usually tell the employer a great deal about you.

Besides being neat, careful attention to filling in all the blanks on a job application is most important! Ask the meaning of a question if you are in doubt. Don't feel ignorant if you have to ask a question! In fact, asking shows that you care, want to make a good impression, and want to learn.

The following hints will assist you in correctly completing any job application form.

1. After you fill in all the blanks of the application form, review your work.
2. Is your writing or printing readable?
3. Did you spell all words correctly?
4. Does your application look neat?

Employers pick up hidden signals from your job application. If you appear capable of completing the application form, the employer is more likely to think you will come to work prepared. Because an employer wants to know as much about you as possible before spending money on training, every little clue counts!

HINTS FOR COMPLETING APPLICATIONS

1. Read directions at least twice before writing anything on the form. Follow the directions *exactly*. Careful attention will show the employer that you can follow directions.

2. Use a pen (unless otherwise directed). Bring a fine to medium point black ball point pen with you and print clearly and neatly. Think your answers through before you start to write.

3. Answer all questions honestly and completely. Being truthful does not mean that you cannot be positive. Within the limits of honesty, always play up your strengths. For instance, if you did not graduate, add that you are continuing your studies at night if this information is true.

   At the bottom of most applications you are asked to sign your name. This signature certifies that the information is honest. Often a warning is given that false information can result in your being fired. *Believe the warning!*

4. Print "N/A" (not applicable) after questions that do not pertain to your situation. Do not leave an area blank.

5. Print your name. The form may request that you write your last name first, like this: "Brown, Joe A." Don't forget the comma after your last name. If your handwriting is legible, you can write the rest of the application in longhand. If not, print the entire form.

6. Be sure to give your complete address including zip code. Make it easy for an employer to get in touch with you. You can't be hired if the employer can't contact you.

   Give a telephone number where you can be reached and the hours when you will be there or when a message can be left. If necessary, give a second, "back-up" number where a friend will take messages.

7. List part-time and summer jobs under "Work Experience" unless otherwise stated on the form. You are usually asked to list the most recent job first, then go backwards. Have your completed work experience form with you so that you can give accurate information.

8. If you know what the job pays and it seems suitable, write the known figure in the space for desired salary. If you do not know the figure or if you think it is too low, write "open for discussion" or "prevailing wage." This tactic makes you appear eager to work, a trait that employers prize.

9. When listing reasons for leaving previous jobs, give only positive ones. For new graduates, the answer to a request for this information is a simple phrase such as "summer job" or "part-time student job."

   As you gain experience, say things like "opportunity for advancement." Avoid negative phrases such as "poor working conditions" or "unreasonable boss."

   Attempt to present the image of a normally ambitious and interested person. No one wants to hire someone with an unpleasant, negative attitude.

10. Perscnal references are important, so be sure to have at least three. The same references listed in your resume will be excellent.

11. If you are asked for your signature, *WRITE*—do not print—your name.

12. If you have a police record and you will not be interviewed at this time, answer honestly. You could also request that this matter be discussed in the privacy of an interview.

13. In the space for additional comments, you will have the opportunity to make a personal impression. Applicants should already have considered such ideas as what your objective is in working for this company, your life goals, what you think of the company, why you picked this company, etc.

Step 3
Attachment Q

COMPANY X

APPLICATION FOR EMPLOYMENT

DATE February 3, 1982

POSITION APPLYING FOR Maintenance Person ☒ FULL TIME ☐ PART TIME (HOURS AVAILABLE: _____

NAME (LAST, FIRST, MIDDLE INITIAL)	SOCIAL SECURITY NUMBER	DATE OF BIRTH (MO - DAY - YEAR)	HEIGHT / WEIGHT
Jones, James A.	247-92-8132	1-10-60	6 ft. 0 inches / 185 lbs.

ADDRESS (STREET, CITY, STATE, ZIP CODE)	BUYING ☐ LIVING WITH PARENTS ☐ PHONE (INCLUDE AREA CODE)
110 Hagood Ave. Barnwell, S.C. 29812	RENTING ☐ LIVING WITH RELATIVES ☒ 803-259-5612 (sister)

MARITAL STATUS: ☒ SINGLE ☐ MARRIED ☐ SEPARATED ☐ DIVORCED ☐ WIDOWED

NUMBER OF CHILDREN: N/A AGES (BY YEAR OF BIRTH)

SPOUSE'S NAME	OCCUPATION	SPOUSE'S PLACE OF EMPLOYMENT	WHAT ARRANGEMENTS ARE PROVIDED FOR CHILD CARE?
N/A	N/A	N/A	N/A

INDICATE MAJOR ILLNESS, NERVOUS DISORDER, OPERATIONS OR INJURY IN THE PAST THREE YEARS
NONE

REFERENCES - LIST THREE, OTHER THAN RELATIVES

NAME	ADDRESS	CITY AND STATE	ZIP CODE	PHONE	MEANS OF TRANSPORTATION
John Daniels	Elec. Inst.	Barnwell Co. Voc. Center	Blackville, S.C. 29817	803-259-5576	yes
Mrs. Mary Jackson	6th Grade Couns.	Barnwell H.S.	Barnwell, S.C. 29812	803-259-3711	REFERRED BY
Jim Robbinson	Coach	Barnwell H.S.	Barnwell, S.C. 29812	803-259-3711	John Daniels

SCHOOL

SCHOOL	NAME OF SCHOOL, CITY AND STATE	CIRCLE LAST YEAR COMP.	LAST YEAR ATTENDED	DID YOU GRADUATE?	MAJOR STUDY	
HIGH SCHOOL	Barnwell H.S., Barnwell, S.C.	9 10 11 (12)	1979	yes	General	
JR. COLLEGE	N/A	1 2	19			
COLLEGE	N/A	1 2 3 4	19			
TRADE SCHOOL	O-E Tec (presently enrolled)	1 2	1981	No	Electronics	

HIGH SCHOOL GRADE AVERAGE	COLLEGE GRADE AVERAGE	SPECIAL INTERESTS AND ABILITIES
85	N/A	Elec. + Auto. Maintenance, art, photography

EXTRACURRICULAR ACTIVITIES, CLUBS, MEMBERSHIPS IN ORGANIZATIONS, HONORS, ETC.
VICA (Pres.), Student Council at Barnwell County Voc. Center, football at Barnwell H.S., Boy's State Representative

MISCELLANEOUS

PREVIOUS EMPLOYMENT WITH THIS COMPANY ☒ NONE — DATE: LOCATION:

REASON FOR LEAVING: N/A

DATE AVAILABLE FOR WORK: Immediately

ARE YOU WILLING TO WORK NIGHTS? ☒ YES ☐ NO

ARE YOU WILLING TO WORK WEEKENDS? ☒ YES ☐ NO

HAVE YOU EVER BEEN CONVICTED OF A FELONY OR MISDEMEANOR? (IF YES, SPECIFY CHARGE(S), LOCATION(S), DATE(S), AND PENALTY) ☐ YES ☒ NO

ARE YOU WILLING TO TRAVEL? YES ☒ NO ☐ IF YES, PLEASE SPECIFY BELOW: IN STATE ☒ OUT-OF-STATE ☐

HAVE YOU EVER MADE APPLICATION FOR A BOND WHICH WAS REFUSED? ☐ YES ☒ NO IF YES, EXPLAIN: N/A

PERSON TO BE CONTACTED IN CASE OF EMERGENCY

NAME: Mrs. Jane Creech (sister) DS

ADDRESS: 110 Hagood Ave.

CITY AND STATE: Barnwell, S.C.

PHONE AREA CODE: 259-5612 803

95

86

MILITARY

BRANCH OF SERVICE	DATE ENTERED MO YEAR	DATE DISCHARGED MO YEAR	RANK OR RATE AT DISCHARGE	TYPE OF DISCHARGE	SELECTIVE SERVICE CLASSIFICATION	DO YOU BELONG TO A RESERVE ORGANIZATION?
N/A	N/A	N/A	N/A	N/A	N/A	☐ YES ☒ NO

MAJOR MILITARY ASSIGNMENT (TYPE OF DUTY)
N/A

WORK HISTORY

NAME OF PRESENT OR LAST EMPLOYER	FULL TIME / PART TIME	YOUR DUTIES	REASON FOR LEAVING
Piggly Wiggly	☐ / ☒	cashier, stock clerk	seeking full-time employment in areas of mech. & elec.
STREET ADDRESS: Barnwell Highway	DATE STARTED MO 6 - 79 YEAR		
CITY: Barnwell STATE: S.C. ZIP CODE: 29812	DATE LEFT MO Still employed YEAR	SALARY $4.50/hr.	SUPERVISOR'S NAME: Mr. John Padgett
NAME OF PREVIOUS EMPLOYER: The State Paper	FULL TIME / PART TIME ☐ / ☒	YOUR DUTIES: Paper route	REASON FOR LEAVING: Attending Tec. school and working part time on another job
STREET ADDRESS	DATE STARTED MO 1 - 78 YEAR		
CITY: Columbia STATE: S.C. ZIP CODE: 29201	DATE LEFT MO 6 - 79 YEAR	SALARY 50¢ per week per customer	SUPERVISOR'S NAME: Mr. Rufus Warren
NAME OF PREVIOUS EMPLOYER: N/A	FULL TIME / PART TIME ☐ / ☐	YOUR DUTIES	REASON FOR LEAVING
STREET ADDRESS	DATE STARTED MO YEAR		
CITY STATE ZIP CODE	DATE LEFT MO YEAR	SALARY	SUPERVISOR'S NAME

APPLICANT COMMENTS: Since my present studies are in electronics, I would like to work with your company in a full-time position. I feel the practical experience I would gain from machinery would be valuable.

AGREEMENT: I HEREBY AUTHORIZE YOU TO INVESTIGATE ALL STATEMENTS CONTAINED IN THIS APPLICATION. I CERTIFY THAT SUCH STATEMENTS ARE TRUE AND UNDERSTAND THAT ANY MISREPRESENTATION OR OMISSION OF FACTS WILL DISQUALIFY MY APPLICATION OR, IF HIRED, WILL BE CAUSE FOR DISMISSAL

DATE Feb. 3, 1982 SIGNATURE James. A. Jones

DO NOT WRITE BELOW THIS LINE

INTERVIEW DATE _____ INTERVIEWER _____ COMMENTS _____

Step 3
Attachment R

COMPANY X

APPLICATION FOR EMPLOYMENT

DATE February 3, 1982

POSITION APPLIED FOR Maintenance Person ☒ FULL TIME ☐ PART TIME (HOURS AVAILABLE) _____

NAME (LAST)	(FIRST)	(MIDDLE INITIAL)	SOCIAL SECURITY NUMBER	DATE OF BIRTH (MO. DAY YEAR)	HEIGHT / WEIGHT
Jones,	James	A.	247-92-8132	1-10-60	6'0" / 185 lbs

ADDRESS (STREET)	(CITY)	(STATE)	(ZIP CODE)	BUYING ☐ LIVING WITH PARENTS ☐ PHONE (INCLUDE AREA CODE)
110 Hagood Ave.	Barnwell, S.C.		29812	RENTING ☐ LIVING WITH RELATIVES ☒ 803-259-5612 (Sister)

MARITAL STATUS: ☒ SINGLE ☐ MARRIED ☐ SEPARATED ☐ DIVORCED ☐ WIDOWED

NUMBER OF CHILDREN: N/A AGES (BY YEAR OF BIRTH)

SPOUSE'S NAME	OCCUPATION	SPOUSE'S PLACE OF EMPLOYMENT	WHAT ARRANGEMENTS ARE PROVIDED FOR CHILD CARE?
N/A	N/A	N/A	N/A

INDICATE MAJOR ILLNESS, NERVOUS DISORDER, OPERATIONS OR INJURY IN THE PAST THREE YEARS: NONE

REFERENCES: LIST THREE, OTHER THAN RELATIVES

NAME	ADDRESS	CITY AND STATE	ZIP CODE	PHONE	MEANS OF TRANSPORTATION
JOHN DANIELS, Elec. Inst.		Barnwell Co. Voc. Center, Blackville, S.C.	29817	803-259-5576	yes
Mrs. Mary Jackson, Guidance Couns.		Barnwell H.S., Barnwell, S.C.	29812	803-259-3711	REFERRED BY
★ ERROR					★ ERROR

SCHOOL

SCHOOL	NAME OF SCHOOL, CITY AND STATE	CIRCLE LAST YEAR COMP.	LAST YEAR ATTENDED	DID YOU GRADUATE?	MAJOR STUDY	
HIGH SCHOOL	Barnwell H.S., Barnwell, S.C.	9 10 11 (12)	1979	yes	★ ERROR	
JR. COLLEGE	N/A	1 2	19			
COLLEGE	N/A	1 2 3 4	19			
TRADE SCHOOL	Attending Orbg/Calhoun Tec. at night	1 2	1981	No	Electronics	

HIGH SCHOOL GRADE AVERAGE	COLLEGE GRADE AVERAGE	SPECIAL INTERESTS AND ABILITIES
85	N/A	Elec. & Auto Mech., art, photography

EXTRACURRICULAR ACTIVITIES, CLUBS, MEMBERSHIPS IN ORGANIZATIONS, HONORS, ETC.
VICA (Pres.), Student Council at Barnwell Co. Voc. Center, Football at Barnwell H.S., Boy's State Representative

MISCELLANEOUS

PREVIOUS EMPLOYMENT WITH THIS COMPANY: ☒ NONE — DATE — LOCATION

REASON FOR LEAVING: N/A

DATE AVAILABLE FOR WORK: Immediately

ARE YOU WILLING TO WORK NIGHTS? ☒ YES ☐ NO

ARE YOU WILLING TO WORK WEEKENDS? ☒ YES ☐ NO

HAVE YOU EVER BEEN CONVICTED OF A FELONY OR MISDEMEANOR? (IF YES, SPECIFY CHARGE(S), LOCATION(S), DATE(S) AND PENALTY) ☐ YES ☒ NO

ARE YOU WILLING TO TRAVEL? YES ☒ IF YES, PLEASE SPECIFY BELOW NO ☐ IN STATE ☒ OUT OF STATE ☐

HAVE YOU EVER MADE APPLICATION FOR A BOND WHICH WAS REFUSED? ☐ YES ☒ NO IF YES, EXPLAIN N/A

PERSON TO BE CONTACTED IN CASE OF EMERGENCY

NAME: Mrs. Jane Creech (sister)

ADDRESS: 110 Hagood Ave.

CITY AND STATE: Barnwell, S.C. 29812

PHONE AREA CODE: 803 259-5612 ★ ERROR

88

100

99

MILITARY

BRANCH OF SERVICE	DATE ENTERED MO YEAR	DATE DISCHARGED MO YEAR	RANK OR RATE AT DISCHARGE	TYPE OF DISCHARGE	SELECTIVE SERVICE CLASSIFICATION	DO YOU BELONG TO A RESERVE ORGANIZATION?
N/A						☐ YES ☒ NO

MAJOR MILITARY ASSIGNMENT (TYPE OF DUTY)

WORK HISTORY

NAME OF PRESENT OR LAST EMPLOYER	FULL TIME / PART TIME	YOUR DUTIES	REASON FOR LEAVING
Piggly Wiggly	☐ FT ☒ PT	Cashier, stock clerk	Seeking full-time employment in areas of mech. & elec.
STREET ADDRESS Barnwell Highway	**DATE STARTED** MO 6/79 YEAR		
CITY Barnwell **STATE** S.C. **ZIP CODE** 29812	**DATE LEFT** MO Still employed YEAR	**SALARY** $4.50/hr.	**SUPERVISOR'S NAME** Mr. John Padgett
NAME OF PREVIOUS EMPLOYER The State Paper	**FULL TIME / PART TIME** ☐ FT ☒ PT	**YOUR DUTIES** Paper Route	**REASON FOR LEAVING** Attending Tec. School and working part-Time
STREET ADDRESS	**DATE STARTED** MO 1/78 YEAR		
CITY Columbia **STATE** S.C. **ZIP CODE**	**DATE LEFT** MO 6/79 YEAR	**SALARY** * ERROR	**SUPERVISOR'S NAME** * ERROR
NAME OF PREVIOUS EMPLOYER	**FULL TIME / PART TIME** ☐ FT ☐ PT	**YOUR DUTIES**	**REASON FOR LEAVING**
STREET ADDRESS	**DATE STARTED** MO YEAR		
CITY **STATE** **ZIP CODE**	**DATE LEFT** MO YEAR	**SALARY**	**SUPERVISOR'S NAME**

APPLICANT COMMENTS

101

AGREEMENT I HEREBY AUTHORIZE YOU TO INVESTIGATE ALL STATEMENTS CONTAINED IN THIS APPLICATION I CERTIFY THAT SUCH STATEMENTS ARE TRUE AND UNDERSTAND THAT ANY MISREPRESENTATION OR OMISSION OF FACTS WILL DISQUALIFY MY APPLICATION OR, IF HIRED, WILL BE CAUSE FOR DISMISSAL

DATE Feb. 3, 1982 SIGNATURE James A. Jones

DO NOT WRITE BELOW THIS LINE

INTERVIEW DATE _____ INTERVIEWER _____ COMMENTS _____

89

102

Step 3
Attachment S

COMPANY X

APPLICATION FOR EMPLOYMENT DATE _____

POSITION APPLYING FOR: any ☐ FULL TIME ☐ PART TIME (HOURS AVAILABLE) _____

NAME (LAST / FIRST / MIDDLE INITIAL)	SOCIAL SECURITY NUMBER	DATE OF BIRTH (MO. DAY YEAR)	HEIGHT / WEIGHT
James Jones	Lost card		WEIGHT 150

ADDRESS (STREET / CITY / STATE / ZIP CODE)	
Hagood	BUYING ☐ LIVING WITH PARENTS ☒ PHONE (INCLUDE AREA CODE) RENTING ☐ LIVING WITH RELATIVES ☐ Don't have one

MARITAL STATUS: ☒ SINGLE ☐ MARRIED ☐ SEPARATED ☐ DIVORCED ☐ WIDOWED

NUMBER OF CHILDREN: AGES (BY YEAR OF BIRTH)

SPOUSE'S NAME	OCCUPATION	SPOUSE'S PLACE OF EMPLOYMENT	WHAT ARRANGEMENTS ARE PROVIDED FOR CHILD CARE?

INDICATE MAJOR ILLNESS, NERVOUS DISORDER, OPERATIONS OR INJURY IN THE PAST THREE YEARS

REFERENCES: LIST THREE, OTHER THAN RELATIVES

NAME	ADDRESS	CITY AND STATE	ZIP CODE	PHONE	MEANS OF TRANSPORTATION
Judy Brocon	Barnwell				
mother					REFERRED BY

SCHOOL

SCHOOL	NAME OF SCHOOL, CITY AND STATE	CIRCLE LAST YEAR COMP.	LAST YEAR ATTENDED	DID YOU GRADUATE?	MAJOR STUDY	
HIGH SCHOOL		9 10 11 12	19			
JR. COLLEGE		1 2	19			
COLLEGE		1 2 3 4	19			
TRADE SCHOOL		1 2	19			

HIGH SCHOOL GRADE AVERAGE	COLLEGE GRADE AVERAGE	SPECIAL INTERESTS AND ABILITIES

EXTRACURRICULAR ACTIVITIES, CLUBS, MEMBERSHIPS IN ORGANIZATIONS, HONORS, ETC.

MISCELLANEOUS

PREVIOUS EMPLOYMENT WITH THIS COMPANY ☐ NONE — DATE / LOCATION	REASON FOR LEAVING	PERSON TO BE CONTACTED IN CASE OF EMERGENCY
DATE AVAILABLE FOR WORK: now ARE YOU WILLING TO WORK NIGHTS? ☐ YES ☐ NO ARE YOU WILLING TO WORK WEEKENDS? ☐ YES ☐ NO		NAME
HAVE YOU EVER BEEN CONVICTED OF A FELONY OR MISDEMEANOR? (IF YES, SPECIFY CHARGE(S), LOCATION(S), DATE(S), AND PENALTY) ☐ YES ☐ NO		ADDRESS
ARE YOU WILLING TO TRAVEL? YES ☐ IF YES, PLEASE SPECIFY BELOW NO ☐ IN STATE ☐ OUT OF STATE ☐	HAVE YOU EVER MADE APPLICATION FOR A BOND WHICH WAS REFUSED? ☐ YES ☐ NO IF YES, EXPLAIN	CITY AND STATE PHONE AREA CODE

90

101

103

MILITARY

BRANCH OF SERVICE	DATE ENTERED MO YEAR	DATE DISCHARGED MO YEAR	RANK OR RATE AT DISCHARGE	TYPE OF DISCHARGE	SELECTIVE SERVICE CLASSIFICATION	DO YOU BELONG TO A RESERVE ORGANIZATION?
Army						☐ YES ☐ NO

MAJOR MILITARY ASSIGNMENT (TYPE OF DUTY)

WORK HISTORY

NAME OF PRESENT OR LAST EMPLOYER	FULL TIME ☐ PART TIME ☐	YOUR DUTIES	REASON FOR LEAVING
U.S. Army			
STREET ADDRESS	DATE STARTED MO. YEAR		
CITY STATE ZIP CODE	DATE LEFT MO. YEAR	SALARY	SUPERVISOR'S NAME

NAME OF PREVIOUS EMPLOYER	FULL TIME ☐ PART TIME ☐	YOUR DUTIES	REASON FOR LEAVING
STREET ADDRESS	DATE STARTED MO. YEAR		
CITY STATE ZIP CODE	DATE LEFT MO. YEAR	SALARY	SUPERVISOR'S NAME

NAME OF PREVIOUS EMPLOYER	FULL TIME ☐ PART TIME ☐	YOUR DUTIES	REASON FOR LEAVING
STREET ADDRESS	DATE STARTED MO YEAR		
CITY STATE ZIP CODE	DATE LEFT MO YEAR	SALARY	SUPERVISOR'S NAME

APPLICANT COMMENTS _____

AGREEMENT I HEREBY AUTHORIZE YOU TO INVESTIGATE ALL STATEMENTS CONTAINED IN THIS APPLICATION. I CERTIFY THAT SUCH STATEMENTS ARE TRUE AND UNDERSTAND THAT ANY MISREPRESENTATION OR OMISSION OF FACTS WILL DISQUALIFY MY APPLICATION OR, IF HIRED, WILL BE CAUSE FOR DISMISSAL.

DATE _____ SIGNATURE _____

DO NOT WRITE BELOW THIS LINE

INTERVIEW DATE _____ INTERVIEWER _____ COMMENTS _____

Step 3
Attachment T

WORK HISTORY WORKSHEET

WORK HISTORY

NAME OF PRESENT OR LAST EMPLOYER STREET ADDRESS CITY STATE ZIP CODE	FULL TIME ☐ PART TIME ☐ DATE STARTED MO. YEAR DATE LEFT MO. YEAR	YOUR DUTIES SALARY	REASON FOR LEAVING SUPERVISOR'S NAME
NAME OF PREVIOUS EMPLOYER STREET ADDRESS CITY STATE ZIP CODE	FULL TIME ☐ PART TIME ☐ DATE STARTED MO. YEAR DATE LEFT MO. YEAR	YOUR DUTIES SALARY	REASON FOR LEAVING SUPERVISOR'S NAME
NAME OF PREVIOUS EMPLOYER STREET ADDRESS CITY STATE ZIP CODE	FULL TIME ☐ PART TIME ☐ DATE STARTED MO. YEAR DATE LEFT MO. YEAR	YOUR DUTIES SALARY	REASON FOR LEAVING SUPERVISOR'S NAME

92

Step 3
Attachment U

COMPANY X

APPLICATION FOR EMPLOYMENT

DATE _____

POSITION APPLYING FOR _____ ☐ FULL TIME ☐ PART TIME (HOURS AVAILABLE) _____

NAME (LAST / FIRST / MIDDLE INITIAL)	SOCIAL SECURITY NUMBER	DATE OF BIRTH (MO. DAY YEAR)	HEIGHT / WEIGHT

ADDRESS (STREET / CITY / STATE / ZIP CODE)	BUYING ☐ / RENTING ☐ / LIVING WITH PARENTS ☐ / LIVING WITH RELATIVES ☐	PHONE (INCLUDE AREA CODE)

MARITAL STATUS	NUMBER OF CHILDREN	AGES (BY YEAR OF BIRTH)
☐ SINGLE ☐ MARRIED ☐ SEPARATED ☐ DIVORCED ☐ WIDOWED		

SPOUSE'S NAME	OCCUPATION	SPOUSE'S PLACE OF EMPLOYMENT	WHAT ARRANGEMENTS ARE PROVIDED FOR CHILD CARE?

INDICATE MAJOR ILLNESS, NERVOUS DISORDER, OPERATIONS OR INJURY IN THE PAST THREE YEARS

REFERENCES: LIST THREE, OTHER THAN RELATIVES

NAME	ADDRESS	CITY AND STATE	ZIP CODE	PHONE	MEANS OF TRANSPORTATION
NAME	ADDRESS	CITY AND STATE	ZIP CODE	PHONE	REFERRED BY:
NAME	ADDRESS	CITY AND STATE	ZIP CODE	PHONE	

SCHOOL

SCHOOL	NAME OF SCHOOL, CITY AND STATE	CIRCLE LAST YEAR COMP.	LAST YEAR ATTENDED	DID YOU GRADUATE?	MAJOR STUDY	
HIGH SCHOOL		9 10 11 12	19			
JR. COLLEGE		1 2	19			
COLLEGE		1 2 3 4	19			
TRADE SCHOOL		1 2	19			

HIGH SCHOOL GRADE AVERAGE	COLLEGE GRADE AVERAGE	SPECIAL INTERESTS AND ABILITIES

EXTRACURRICULAR ACTIVITIES, CLUBS, MEMBERSHIPS IN ORGANIZATIONS, HONORS, ETC.

MISCELLANEOUS

PREVIOUS EMPLOYMENT WITH THIS COMPANY ☐ NONE	DATE: LOCATION:	REASON FOR LEAVING	PERSON TO BE CONTACTED IN CASE OF EMERGENCY
DATE AVAILABLE FOR WORK	ARE YOU WILLING TO WORK NIGHTS? ☐ YES ☐ NO	ARE YOU WILLING TO WORK WEEKENDS? ☐ YES ☐ NO	NAME

HAVE YOU EVER BEEN CONVICTED OF A FELONY OR MISDEMEANOR? (IF YES, SPECIFY CHARGE(S), LOCATION(S), DATE(S), AND PENALTY) ☐ YES ☐ NO

ADDRESS

ARE YOU WILLING TO TRAVEL?	HAVE YOU EVER MADE APPLICATION FOR A BOND WHICH WAS REFUSED?	CITY AND STATE
YES ☐ IF YES, PLEASE SPECIFY BELOW		
NO ☐ IN STATE ☐ OUT OF STATE ☐	☐ YES ☐ NO IF YES, EXPLAIN:	PHONE AREA CODE

93

110

199

MILITARY

BRANCH OF SERVICE	DATE ENTERED MO YEAR	DATE DISCHARGED MO YEAR	RANK OR RATE AT DISCHARGE	TYPE OF DISCHARGE	SELECTIVE SERVICE CLASSIFICATION	DO YOU BELONG TO A RESERVE ORGANIZATION? ☐ YES ☐ NO
MAJOR MILITARY ASSIGNMENT (TYPE OF DUTY)						

WORK HISTORY

NAME OF PRESENT OR LAST EMPLOYER	FULL TIME ☐ PART TIME ☐	YOUR DUTIES	REASON FOR LEAVING
STREET ADDRESS	DATE STARTED MO. YEAR		
CITY STATE ZIP CODE	DATE LEFT MO. YEAR	SALARY	SUPERVISOR'S NAME

NAME OF PREVIOUS EMPLOYER	FULL TIME ☐ PART TIME ☐	YOUR DUTIES	REASON FOR LEAVING
STREET ADDRESS	DATE STARTED MO. YEAR		
CITY STATE ZIP CODE	DATE LEFT MO. YEAR	SALARY	SUPERVISOR'S NAME

NAME OF PREVIOUS EMPLOYER	FULL TIME ☐ PART TIME ☐	YOUR DUTIES	REASON FOR LEAVING
STREET ADDRESS	DATE STARTED MO. YEAR		
CITY STATE ZIP CODE	DATE LEFT MO. YEAR	SALARY	SUPERVISOR'S NAME

APPLICANT COMMENTS _____

AGREEMENT - I HEREBY AUTHORIZE YOU TO INVESTIGATE ALL STATEMENTS CONTAINED IN THIS APPLICATION. I CERTIFY THAT SUCH STATEMENTS ARE TRUE AND UNDERSTAND THAT ANY MISREPRESENTATION OR OMISSION OF FACTS WILL DISQUALIFY MY APPLICATION OR, IF HIRED, WILL BE CAUSE FOR DISMISSAL.

DATE _____ SIGNATURE _____

DO NOT WRITE BELOW THIS LINE

INTERVIEW DATE _____ INTERVIEWER _____ COMMENTS _____

111

112

84

STEP NO. 3: JOB APPLICATION

Lesson 4: Relationship Between Application Form and Interview

Educational Concept

A correctly completed application form is a strategy used by an employer to determine which job applicant should be called for a personal job interview.

Objective(s)

After undergoing specific exercises the student will identify the relationship between a neat, correctly completed application form and an interview.

Resources Needed

Duplicating masters made from Personnel Department groupings and want ads (Attachment V)
Company X Application for Employment (Attachment W)
Checklist for Application Form and Interview Potential (Attachment X)

Short-Term Activities

Exercise 1.

Arrange the room so that the students will be in groups of no more than five. Designate these groups as members of Personnel Departments.

Exercise 2.

Each Personnel Department Group will select a person to interview for the job advertised in a want ad (Attachment V).

Exercise 3.

Each member of the Personnel Department Group will be responsible for the correct completion of an application form which has been provided (Attachment W). For example, Group I members will each complete an application form based on the ad for the "dry-wall finisher" that is assigned to Group II (Attachment V). Group II members will each complete an application form based on the ad for "yard men" that is assigned to Group III (Attachment V), etc.

Exercise 4.

At the end of the required time (20 minutes), the instructor will direct the students to present their completed application forms to the Personnel Departments responsible for the job for which they are applying. Using the Checklist for Application Form and Interview Potential (Attachment X), the Personnel Department will select two students (if that number is so desired) to appear for interviews for the positions advertised. The sole means for their selection(s) will be based on the completed application form.

Exercise 5.

The instructor will use this opportunity to stress the value of a correct application form in obtaining a job interview (20 minutes).

Evaluation

Correct completion of the Company X Application for Employment (Attachment W) will demonstrate the student's ability to execute this job seeking skill.

Review of the application form(s) by the Personnel Department Groups using the Checklist (Attachment X) will demonstrate how the application form assists the personnel director to select a job seeker for an interview.

STEP NO. 3: JOB APPLICATION

Lesson 4: Relationship Between Application Form and Interview

Educational Concept

A correctly completed application form is a strategy used by an employer to determine which job applicant should be called for a personal job interview.

Objective(s)

After undergoing specific exercises the student will identify the relationship between a neat, correctly completed application form and an interview.

Resources Needed

Duplicating masters made from Personnel Department groupings and want ads (Attachment V)
Company X Application for Employment (Attachment W)
Checklist for Application Form and Interview Potential (Attachment X)

Long-Term Activities

The same Lesson Plan which was presented for Short-Term Activities may be successfully completed over a two-period class time by having the students complete and discuss the Company X Application for Employment (Attachment W) in one class period. Review the application form and use the Checklist (Attachment X) in the second class period.

Evaluation

Correct completion of the Company X Application for Employment (Attachment W) will demonstrate the student's ability to execute this job seeking skill.

Review of the application form(s) by the Personnel Department Groups using the Checklist (Attachment X) will demonstrate how the application form assists the personnel director to select a job seeker for an interview.

PRINTING PRESS OPERATOR

Personnel Department I

Local printing firm seeking full-time experienced offset printing pressman. Also, letter press experience preferred. Good starting salary. Paid group insurance. Sick leave. Holidays and vacation. Telephone 799-3982 for an appointment.

Service Printing Co.

Personnel Department II

Needed immediately, experienced - only commercial dry-wall finishers. A full set of tools is required. Apply at Greenville Commins Hotel Convention Center, Job Site Trailer on Beattie Place between Church and Main St., Greenville, S.C. B & B Contracting Company Trailer, see Joe Henry. EOE.

Personnel Department III

Two full-time YARD MEN needed for large apt. complex. Experience necessary. Apply in person only, between 4 pm and 5 pm, LODGE WEST APARTMENTS, 1212 Metze Road.

PAINTER

Personnel Department IV

Must have experience and knowledge of external and internal painting. Ability to do light carpentry, paper hanging and general building maintenance. Liberal fringe benefits. Apply Personnel Office, Lexington County Administration Building, Lexington, S.C. EOE.

Personnel Department V

Full-time female sales help wanted for Broad River Rd. store. Apply in person at office of Kut Rate Fashions, 2956 Broad River Rd., Tuesday, September 29 from 10 to 11 a.m.

CRANE OPERATOR

Personnel Department VI

Must be experienced with clamshell. Foster-Dixiana Sand, Inc., West Columbia.

Personnel Department VII

Applications are being accepted for a Chief of Police with the Edgefield Police Department. All applications will be accepted through October 15, 1983, 12:00 noon.

Step 3
Attachment W

COMPANY X

APPLICATION FOR EMPLOYMENT DATE _____

POSITION APPLYING FOR _____ ☐ FULL TIME ☐ PART TIME (HOURS AVAILABLE) _____

NAME (LAST / FIRST / MIDDLE INITIAL)	SOCIAL SECURITY NUMBER	DATE OF BIRTH (MO. DAY YEAR)	HEIGHT / WEIGHT

ADDRESS (STREET / CITY / STATE / ZIP CODE)	BUYING ☐ LIVING WITH PARENTS ☐ PHONE (INCLUDE AREA CODE)
	RENTING ☐ LIVING WITH RELATIVES ☐

MARITAL STATUS	NUMBER OF CHILDREN	AGES (BY YEAR OF BIRTH)
☐ SINGLE ☐ MARRIED ☐ SEPARATED ☐ DIVORCED ☐ WIDOWED		

SPOUSE'S NAME	OCCUPATION	SPOUSE'S PLACE OF EMPLOYMENT	WHAT ARRANGEMENTS ARE PROVIDED FOR CHILD CARE?

INDICATE MAJOR ILLNESS, NERVOUS DISORDER, OPERATIONS OR INJURY IN THE PAST THREE YEARS

REFERENCES: LIST THREE, OTHER THAN RELATIVES

NAME	ADDRESS	CITY AND STATE	ZIP CODE	PHONE	MEANS OF TRANSPORTATION
NAME	ADDRESS	CITY AND STATE	ZIP CODE	PHONE	REFERRED BY:
NAME	ADDRESS	CITY AND STATE	ZIP CODE	PHONE	

SCHOOL

SCHOOL	NAME OF SCHOOL, CITY AND STATE	CIRCLE LAST YEAR COMP.	LAST YEAR ATTENDED	DID YOU GRADUATE?	MAJOR STUDY	
HIGH SCHOOL		9 10 11 12	19			
JR. COLLEGE		1 2	19			
COLLEGE		1 2 3 4	19			
TRADE SCHOOL		1 2	19			

HIGH SCHOOL GRADE AVERAGE	COLLEGE GRADE AVERAGE	SPECIAL INTERESTS AND ABILITIES

EXTRACURRICULAR ACTIVITIES, CLUBS, MEMBERSHIPS IN ORGANIZATIONS, HONORS, ETC.

MISCELLANEOUS

PREVIOUS EMPLOYMENT WITH THIS COMPANY ☐ NONE	DATE / LOCATION	REASON FOR LEAVING	PERSON TO BE CONTACTED IN CASE OF EMERGENCY
			NAME
DATE AVAILABLE FOR WORK	ARE YOU WILLING TO WORK NIGHTS? ☐ YES ☐ NO	ARE YOU WILLING TO WORK WEEKENDS? ☐ YES ☐ NO	
			ADDRESS
HAVE YOU EVER BEEN CONVICTED OF A FELONY OR MISDEMEANOR? (IF YES, SPECIFY CHARGE(S), LOCATION(S), DATE(S), AND PENALTY) ☐ YES ☐ NO			CITY AND STATE
ARE YOU WILLING TO TRAVEL? YES ☐ NO ☐ IF YES, PLEASE SPECIFY BELOW: IN STATE ☐ OUT OF STATE ☐	HAVE YOU EVER MADE APPLICATION FOR A BOND WHICH WAS REFUSED? ☐ YES ☐ NO IF YES, EXPLAIN:		PHONE AREA CODE

99

117

118

MILITARY

BRANCH OF SERVICE	DATE ENTERED MO YEAR	DATE DISCHARGED MO YEAR	RANK OR RATE AT DISCHARGE	TYPE OF DISCHARGE	SELECTIVE SERVICE CLASSIFICATION	DO YOU BELONG TO A RESERVE ORGANIZATION? ☐ YES ☐ NO
MAJOR MILITARY ASSIGNMENT (TYPE OF DUTY)						

WORK HISTORY

NAME OF PRESENT OR LAST EMPLOYER	FULL TIME ☐ PART TIME ☐	YOUR DUTIES	REASON FOR LEAVING
STREET ADDRESS	DATE STARTED MO YEAR		
CITY STATE ZIP CODE	DATE LEFT MO YEAR	SALARY	SUPERVISOR'S NAME
NAME OF PREVIOUS EMPLOYER	FULL TIME ☐ PART TIME ☐	YOUR DUTIES	REASON FOR LEAVING
STREET ADDRESS	DATE STARTED MO YEAR		
CITY STATE ZIP CODE	DATE LEFT MO YEAR	SALARY	SUPERVISOR'S NAME
NAME OF PREVIOUS EMPLOYER	FULL TIME ☐ PART TIME ☐	YOUR DUTIES	REASON FOR LEAVING
STREET ADDRESS	DATE STARTED MO YEAR		
CITY STATE ZIP CODE	DATE LEFT MO YEAR	SALARY	SUPERVISOR'S NAME

APPLICANT COMMENTS _____

AGREEMENT I HEREBY AUTHORIZE YOU TO INVESTIGATE ALL STATEMENTS CONTAINED IN THIS APPLICATION. I CERTIFY THAT SUCH STATEMENTS ARE TRUE AND UNDERSTAND THAT ANY MISREPRESENTATION OR OMISSION OF FACTS WILL DISQUALIFY MY APPLICATION OR, IF HIRED, WILL BE CAUSE FOR DISMISSAL.

DATE _____ SIGNATURE _____

DO NOT WRITE BELOW THIS LINE

INTERVIEW DATE _____ INTERVIEWER _____ COMMENTS _____

100

120

119

CHECKLIST FOR APPLICATION FORM AND INTERVIEW POTENTIAL

	PLUS (+)	MINUS (-)
Neatness	_____	_____
Written in ink	_____	_____
Correctness	_____	_____
Spelling	_____	_____
Legible handwriting or printing	_____	_____
Completely filled out	_____	_____
Understandable (answers make sense to reader)	_____	_____
Signature at appropriate place	_____	_____

Any additional comments _____

_____

_____

Personnel Department No. _____

The group application form for the position of _____ has been selected for an interview or has not been selected for an interview. (Underline either *has* or *has not*.)

12-

STEP NO. 4: JOB INTERVIEW

Lesson 1: Preparation for an Interview

Educational Concept

To stress the importance of comparing careers with personal assets, instruction on preparation for an interview is essential.

Objective(s)

Given a specific job title, the student will:
1. Decide the importance of the interview to a career.
2. Cite the basic steps for participating in an interview.

Resources Needed

Job Seeking: How & Where
South Carolina Industrial Directory
General Interview Questions (Attachment A, Lesson 5)
Review all long-term lesson plans included in Step 4: "Job Interview" prior to teaching this lesson.

Short-Term Activities

Exercise 1. Relationship of Interview to Career Potential

Stress that the interview is an important step because it is the beginning of a career; it is an opportunity to utilize one's education; and it is free!

Exercise 2. Personal Assets

Help the students to use discretion in the jobs for which they seek an interview (i.e., self-evaluation vs. job description).
1. Review *Job Seeking: How & Where,* pages 1-10, "Self-Appraisal."
2. Have the students relate their education, work experience and skills to a specific job. Guide them in determining the answer to the question, Am I Qualified?

Exercise 3. Company Research (Review Lesson 3, Long-Term Activities)

1. Stress the importance of doing company research so that applicants will be able to speak knowledgeably about the company during the interview.
2. Discuss answers to the question, Where can the applicant research a company?
   a) School placement office
   b) Industrial directories (state and local)
   c) Employees whom the applicant may know
   d) Area job service
3. Discuss what the students as applicants need to know about a company. Cover such areas as company products, number of employees, and job areas.

Exercise 4. Dress

1. Discuss *Job Seeking: How & Where,* page 31, as students follow in their booklets.
2. Review Lesson 4, Long-Term Activities, and discuss pertinent points with class.

Exercise 5. Question Preparation (Review Lesson 5, Long-Term Activities)

Distribute General Interview Questions (Attachment A, Lesson 5) to the class for reference and for inclusion in the Student Profile Folder. Discuss their reaction to being faced with such questions.

Evaluation

Each student will list the proper preparations imperative to a successful interview including self-evaluation, company research, dress, and a listing of possible questions.

Other Suggested Resources

Invite area personnel manager(s), modeling agency representatives, or Southern Bell representative to speak to the students.

Follow-Up (or Outside Class) Activities

Have students practice interviewing with a friend.

STEP NO. 4: JOB INTERVIEW

Lesson 1: Preparation for an Interview

Educational Concept

Preparations for an interview should be stressed to encourage the student to think about how he/she arrived at this point and the importance of the interview.

Objective(s)

Given a specific type of job interview, the student will be able to describe the basic preparations imperative to a successful job interview.

Resources Needed

Job Seeking: How & Where, pages 27-34

Long-Term Activities

Try to review all the following exercises during one class.

Exercise 1. Choosing a Career

1. Review self-appraisal inventories completed in Step 1.
2. Discuss salary scales associated with positions in which the students have expressed interest.

Exercise 2. Relating Assets

Discuss such questions as, What can I do? and, Are my skills and capabilities compatible with the job demands?

Exercise 3. Planning Ahead for the Interview

1. Suggest that the students bring a pen, resume, and note pad to an interview.
2. Discuss the following strategic questions with the class.
   a) Whom do I see? Advise the students to secure the name of the shop foreman or personnel manager and learn the correct pronunciation.
   b) Where is the interview? Write down the address. A good idea is to make a practice trip to be certain you will arrive on time. Identify several landmarks to aid your memory.
   c) What time is the interview? Write it down and leave in sufficient time to take care of any hinderances (e.g., a train).
   d) Do you have dependable transportation?

Exercise 4. Stressing Importance of Interview

Discuss the following statements:
1. The interview is the *beginning* of a career.
2. The interview provides an opportunity to use (i.e., capitalize on) your education, work experience and special skills.
3. The interview is free! It is an excellent opportunity to learn and to share.

Evaluation

The student will list five basic steps involved in the preparation for an interview.

STEP NO. 4: JOB INTERVIEW

Lesson 2: The Interview

Educational Concept

Conduct during and after an interview has a significant influence on the level of sophistication of the student's employability skills.

Objective(s)

After undergoing specific exercises, the student will:
1. Complete a mock job interview.
2. Discuss successful follow-up procedures.

Resources Needed

Job Seeking: How & Where
An area Southern Bell representative to speak and interview mock telephone system

Short-Term Activities

Exercise 1. The Interview

Interview a student at the beginning of class. Then review Do's and Don'ts (Attachment B, Lesson 6) as a tool for critiquing the performances during the mock interview. Relate selling an item to selling oneself in an interview situation.

Exercise 2. Follow-Up Techniques

1. Follow-up (letter)
   Ask each student to write a follow-up letter using the proper format and grammar. Have students exchange papers in order to critique.
2. Follow-up (phone)
   a) Use a Southern Bell representative if this source is available.
   b) Secure a mock telephone system for practice.

Exercise 3. Denial of a Job

Discuss the question, Why didn't I get the job? Read and discuss *Job Seeking: How & Where*, page 34 as students follow in their booklets.

Exercise 4. Group Participation in Interview

Interview as many students in the class as possible. Allow other students to comment upon completion of each mock interview.

Evaluation

Personally involve the students in an interview and continue until each student has performed satisfactorily.

Have students list and discuss two follow-up methods.

Other Suggested Resources

Outside salesman
Personnel manager

STEP NO. 4: JOB INTERVIEW

Lesson 2: Correlating Attributes with Career Choice

Educational Concept

One especially important technique in establishing a career is a realistic understanding of the correlation which exists between personal attributes and career choice.

Objective(s)

Given a type of career or job opening, the student will successfully match his/her personal attributes to the job at hand.

Resources Needed

Job Seeking: How & Where

Long-Term Activities

Exercise 1.

Review *Job Seeking: How & Where,* pages 1-10.

Exercise 2.

Discuss personal assets and how to do a self-evaluation in determining the strong points necessary to secure the job at hand. Much of this exercise will have been completed in Step 1, Self-Appraisal. This reinforcement will, however, help the student relate his/her assets to the interviewer. Also, it should help the student to avoid interviews in situations where the individual is not qualified. Use the following outline to guide the students.

1. Prior work experience
   a) Skills as related to the job in discussion
   b) Relationship of product (or company) to these identifed skills
2. Education
   a) Vocational or related training
   b) Possible plans for post-secondary education
3. Special skills
   a) Personal strong points as related to the job in discussion

Exercise 3.

Have the student list at least two personal strong points and three specialized work skills. Relate the five strengths to a job description as the student would present the information to an interviewer.

Evaluation

The student will list two personal strong points and three specialized work skills. The student should relate them to a job description as he/she would present the information to an interviewer. Place this material in the Student Profile Folder.

STEP NO. 4: JOB INTERVIEW

Lesson 3: Research of Prospective Company

Educational Concept

Teaching the student techniques for researching a company prior to the interview is practical instruction with regard to employability skills.

Objective(s)

Given a company name, the student will:
1. List three basic items of information which are essential to company research.
2. List three services of this information.

Resources Needed

South Carolina Industrial Directory
Area industrial directory
Related stock information
Area job service
Job placement offices

Long-Term Activities

Exercise 1.

Explain the areas of a company such as number of employees, kinds of products, and job areas such as supervisory, technical, secretarial/clerical, etc. The student should be familiar with these prior to the interview.

Exercise 2.

Show the student how to use the *South Carolina Industrial Directory.*

Exercise 3.

Discuss the following ways of finding out about a company.
1. Employees the student may know
2. School job placement files
3. South Carolina Job Service
4. Area chamber of commerce
5. Area personnel associations
6. Any large company, especially a sales or distribution company, will know products, etc. because of sales calls
7. Private personnel companies will visit for the publicity
8. College placement offices and libraries

Evaluation

The student will list three basic items of information which are essential to company research and three sources of this information.

Other Suggested Resources

Ask the area Job Service representative to make a presentation.

Follow-Up (or Outside Class) Activities

Each student will be given a specific company to research.

STEP NO. 4: JOB INTERVIEW

Lesson 4: Dress

Educational Concept

Dressing conservatively and appropriately for an interview can have significant influence on the interviewer. Since many youths do not have the opportunity to learn what is proper attire, instruction is most beneficial.

Objective(s)

Given a type of job interview setting, the student will describe the proper attire for that interview.

Resources Needed

Job Seeking: How & Where
Southern Bell education representative or modeling school representative

Long-Term Activities

Exercise 1.

Read *Job Seeking: How & Where,* pages 31-32 aloud as the students follow in their booklets.

Exercise 2.

1. Discuss the attire which a student (male and female) would wear for these two kinds of interviews; a shop-type setting, and an office setting. A male will probably not need to wear a tie to an interview which will take place in a shop-type setting. A sport shirt and dress pants would be acceptable. Stress neatness!
2. Bring in a Southern Bell education representative (or someone similarly qualified) to talk about the importance of acceptable attire.

Evaluation

Given a particular type of interview setting, ask each student to come to class properly dressed for that job interview. Ask the class to judge one another.

Follow-Up (or Outside Class) Activities

Ask each student to come to class properly dressed for a particular type of interview setting.

STEP NO. 4: JOB INTERVIEW

Lesson 5: Interview - Type Questions

Educational Concept

Reviewing possible questions that will arise during the interview is beneficial instruction to a future job seeker who will enter an adult setting.

Objective(s)

Given possible interview-type questions, the student will be able to respond with a positive answer.

Resources Needed

Job Seeking: How & Where
General Interview Questions (Attachment A)

Long-Term Activities

Exercise 1.

Review the list of questions in *Job Seeking: How & Where,* page 30, and hold a class discussion on possible answers.

Exercise 2.

For elaboration, refer to General Interview Questions (Attachment A). Call on the students for answers; then distribute the list for their future reference.

Evaluation

Give the class previously reviewed questions and check their written answers.

Other Suggested Resources

Area personnel manager

Follow-Up (or Outside Class) Activities

Ask students to list other possible questions that might arise during an interview. Discuss whether or not their questions are realistic and suggest appropriate responses.

General Interview Questions

1. Q. What are your future vocational plans?
   A. If your answer is not consistent with what the company has to offer, you are looking in the wrong place and wasting your time and the recruiter's.
2. Q. In what school activities have you participated? Why? Which did you enjoy the most?
   A. The recruiter is looking for evidence of leadership, interest, versatility, and a high energy level. Your answer should indicate your willingness to become involved and should demonstrate how well-rounded you are.
3. Q. How do you spend your spare time? What are your hobbies?
   A. "Fishing" and "model building" might be indicative of patience; "playing ball" could indicate agility; "hunting" might indicate the desire to go after something.
4. Q. In what type of position are you most interested?
   A. The recruiter is trying to determine if the company has a position you want. The applicant who has done his homework and found out what openings the company has available will stand a better chance of getting the job he was offered.
5. Q. Why do you think you might like to work for our company?
   A. The recruiter is trying to find out if the applicant wants a career, and if he will be a stable, permanent employee.
6. Q. What jobs have you held? How were they obtained, and why did you leave?
   A. The interviewer is looking for indications of stability, responsibility, and a sense of values.
7. Q. What courses in school did you like best? Least? Why?
   A. Your answer should be indicative of your degree of motivation, your depth of character, your interests, and your abilities.
8. Q. Why did you choose your particular field of work?
   A. The interviewer is trying to determine if the applicant has an interest in line with the company's needs, and if the applicant has checked into the background of the company.
9. Q. What percentage of your school/college expenses did you earn? How?
   A. Your answer will reflect your degree of initiative, motivation, drive, independence, and self-sufficiency.
10. Q. How did you spend your vacation while in school?
    A. The recruiter is trying to determine what values, interests, experiences, etc. you possess.
11. Q. What do you know about our company?
    A. Your answer will provide the interviewer with information about your interests, your direction, and whether or not you have checked into the background of the company.
12. Q. Do you feel that you have received a good general training/education?
    A. "Yes" indicates a well-rounded background; a "no" answer can be further explained by detailing the extenuating circumstances (i.e., "missed school due to sickness").
13. Q. What qualification do you have that makes you feel that you will be successful in your field or on this job?
    A. Be sure to exhibit a positive attitude, and stress your confidence and ability to perform.
14. Q. What offices have you held in clubs, class, etc.?
    A. The interviewer is looking for indications of leadership ability, peer group approval, ability to get along with others.
15. Q. What are your salary expectations?
    A. Your answer will determine if you are realistic, and whether or not you will be satisfied with what the company can pay.
16. Q. How do you feel about your family?
    A. Your answer should be indicative of your degree of stability, as well as your ability to get along with a group.

17. Q. How interested are you in sports?
    A. Your answer will provide the interviewer with insights about your leadership skills and competitive spirit, and these may or may not reflect favorably on your corporate image.
18. Q. If you were starting school/college all over again, what courses would you take?
    A. Be sure your answer indicates maturity, a sense of direction, and the ability to plan ahead.
19. Q. Do you prefer any specific geographic location? Why?
    A. The recruiter is really asking if you are willing to relocate.
20. Q. What would you like to tell me about yourself?
    A. The interviewer is trying to determine how you perceive yourself in relation to your surroundings.
21. Q. How much money do you hope to earn at age 30? 35?
    A. Be sure your goals are realistic and in keeping with the company's potential.
22. Q. Why did you decide to go to this particular school?
    A. Your response will reflect upon your goals, your maturity, and your ability to make plans and carry them out.
23. Q. Do you think that your extracurricular activities were worth the time you devoted to them? Why?
    A. The recruiter is trying to determine what constructive roles you have played, what experience you possess, what positive traits you possess, and your degree of maturity.
24. Q. What do you think determines a person's progress in a good company?
    A. Your answer will be indicative of your attitude about values, a career, upward mobility, and performance. Remember, money is a low value item for a recruiter to consider except in jobs where the applicant will work on a commission basis, and then it is a high value item.
25. Q. What personal characteristics are necessary for success in your chosen field?
    A. "Self-motivation," "attitude," "personality," would all be positive, substantial answers.
26. Q. Why do you think you would like this particular type of job?
    A. Your answer will be indicative of your degree of self-motivation and your attitude, as well as your personality.
27. Q. What are your parents' occupations?
    A. Keep in mind that young people will often follow a career that parallels their parents' occupations, and consider the possible implications your answer may have.
28. Q. Tell me about your home life during the time you were growing up?
    A. The recruiter is looking for information about your home environment and its effect on you - your attitude about togetherness, communication, and stability.
29. Q. Do you prefer working with others or by yourself?
    A. Be sure your answer is consistent with the prospective job environment.
30. Q. What kind of boss do you prefer?
    A. Your answer will be indicative of your reaction to authority.
31. Q. Are you primarily interested in making money or do you feel that service to humanity is your prime concern?
    A. The recruiter is trying to determine your motivation, goals.
32. Q. Tell me a story.
    A. Be imaginative, creative, expressive. Communicate!
33. Q. Can you take instructions without feeling upset?
    A. Your response will be a measure of your reaction to authority, your sensitivity level, your temperament level, and your attitude.
34. Q. Do you live with your parents? Which of your parents has had the most profound influence on you?
    A. The interviewer is attempting to determine what leadership role you can play and your degree of independence.

35. Q. How did your previous employers treat you?
    A. Keep in mind that employers do not like to hear previous employers criticized; your answer should be a measure of your attitude and ability.
36. Q. What have you learned from the previous jobs you have had?
    A. The interviewer does not want to hear criticism; he wants positives. Your reasons for leaving previous jobs should be carefully worded (i.e., "no future," "blocked in," "lack of advancement potential").
37. Q. Can you get a recommendation from your previous employers?
    A. The recruiter is looking for conflicts; the conditions under which you left.
38. Q. What interests you about our product or services?
    A. Your answer should show your initiative (check on the company), and should reflect your ability to develop company pride.
39. Q. What was your record in military service?
    A. Your response will relect your ability to perform in a very structured environment.
40. Q. Have you ever changed your major field of interest while in school/college? Why?
    A. Remember, your answer will reflect your sense of direction and your degree of motivation.
41. Q. When did you choose your college major?
    A. Your response will be a measure of your motivation, maturity, and direction.
42. Q. Do you feel you have done the best scholastic work of which you are capable?
    A. The interviewer is looking for indicators of achievement, motivation, maturity, and academic ability.
43. Q. How did you happen to go to college?
    A. Good orientation, initiative, and direction are attributes measured by the response to this question. Be sure your answer reflects how well-rounded you are.
44. Q. What do you know about opportunities in the field in which you are trained?
    A. The answer you provide will reflect on your planning ability, career orientation, direction, initiative, and goals.
45. Q. Have you ever had any difficulty getting along with fellow students or faculty?
    A. The recruiter will consider your response in terms of peer acceptance, personality, and attitude.
46. Q. Which of your college years was the most difficult?
    A. Your response should be indicative of your ability to make transitions, and your acceptance of responsibility.
47. Q. What is the source of your spending money?
    A. The interviewer is taking measure of your independence, responsibility, and motivation.
48. Q. Did you enjoy school?
    A. The recruiter is trying to determine if you are a well-rounded individual.
49. Q. Do you like routine work?
    A. Keep in mind the company's needs and structure your response to reflect agressiveness or flexibility, whichever is most appropriate.
50. Q. Do you like regular hours?
    A. The recruiter is really asking: Are you career minded? Do you want to get ahead?
51. Q. What size city do you prefer?
    A. The recruiter is trying to determine your flexibility about relocating.
52. Q. What is your major weakness?
    A. This is a loaded question; you should avoid stating a negative if possible. Say, "I don't know a great deal about the operation, but I am willing to learn," or "I smoke too much, but I am trying to cut down or quit," "eat too much," etc.
53. Q. Define cooperation.
    A. Cooperation is the ability to get along with others.

54. Q. Do you demand attention?
    A. Your answer should be "no." "Yes" might indicate an insecure attitude.
55. Q. Do you have an analytical mind?
    A. The interviewer is trying to determine if you are a problem solver; you possess confidence; you have a respect for organization; you are a decision maker; you possess the necessary degree of comprehension.
56. Q. Are you eager to please?
    A. The recruiter is really asking: "Are you people-oriented or business-oriented?"
57. Q. What do you do to keep in good physical condition?
    A. Your response will be a measure of your self-discipline and an indicator of your interests.

STEP NO. 4: JOB INTERVIEW

Lesson 6: The Actual Interview

Educational Concept

Proper behavior during an interview requires practice. Instruction should involve mock situations.

Objective(s)

Given a role-playing situation, the student will behave properly during a mock job interview.

Resources Needed

Area personnel manager
Job Seeking: How & Where
Do's and Don'ts for the Job Interview (Attachment B)

Long-Term Activities

Exercise 1.

Begin the class by choosing a student at random for an interview in front of the class. Use Do's and Don'ts for the Job Interview (Attachment B) as a tool for critiquing the performance of the mock interview.

Exercise 2.

Use Do's and Don'ts for the Job Interview (Attachment B) for discussion. Relate selling a product to selling oneself (e.g., citing strengths, etc.).

Evaluation

Interview as many students as possible and have the class critique them.

Other Suggested Resources

Bring in an area salesperson and relate selling a product to getting a job.

Ask the guidance counselor to serve as an interviewer during a mock situation with each student.

Follow-Up (or Outside Class) Activities

Have the students practice interviewing with a friend.

DO'S AND DON'TS FOR THE JOB INTERVIEW

DO

1. Be on time (ten minutes) early.
2. Introduce yourself to the receptionist and state the reason you are there.
3. Carry a resume, pen, pad, social security card, school transcripts, addresses, and letters of recommendation.
4. Complete an application if you have not already done so.
5. Talk a moderate amount about your education and prior jobs.
6. Be realistic about wages and benefits* and wait for the interviewer to tell you about them. If the subject is not mentioned, ask before leaving.
7. Find out when you will have a "yes" or "no" decision about the job. Ask how you will be notified, by a telephone call or letter.
8. Use good posture.
9. Shake hands before and after the interview.
10. Look at the interviewer when talking.

DON'T

1. Don't chew gum or smoke.
2. Don't bring a friend to the interview.
3. Don't talk too much.
4. Don't dwell on your weaknesses.
5. Don't be pushy or assume that you will get the job.

*** Benefits**

Raises
Promotions
Vacation
Sick leave
Stock options
Educational opportunities

STEP NO. 4: JOB INTERVIEW

Lesson 7: Follow-Up Letter

Educational Concept

The student who learns to write a thank-you letter as a follow-up activity to an interview is increasing his/her chances of employability. Instruction may involve the English, business education, and guidance departments.

Objective(s)

Given a specific company and job title, the student will write a letter as a follow-up activity to the interview.

Resources Needed

English materials related to the writing of letters
Job Seeking: How & Where, page 33

Long-Term Activities

Exercise 1.

Discuss the purpose of the follow-up letter as a way of saying "I'm interested" and "Thanks." The letter also serves as a good reminder to the employer that you still are available for employment.

Exercise 2.

Review the format and content of the letter on page 33, *Job Seeking: How & Where.*

Exercise 3.

Use related English materials on letter writing. Review the proper format for writing a business letter; inside address, date, signature, etc. Stress spelling, grammar, neatness and erasures, stationery, and long-hand vs. typing.

Exercise 4.

Divide the class into small groups. Assign a job title to each group along with a description of the results of an imaginary interview. For practice, ask each group to compose an appropriate follow-up letter to be evaluated by the rest of the class.

Exercise 5.

Assign a follow-up letter to be turned in next class period. Each student will write a legitimate letter (if an interview has occurred) or one based on a possible future interview for a job of their choice.

Evaluation

Each student will be required to compose an accurate follow-up letter containing appropriate information. This letter will be placed in the Student Profile Folder.

Other Suggested Resources

Use related staff in your school for a short letter writing session (e.g., an English teacher).

Follow-Up (or Outside Class) Activities

Assign a follow-up letter for homework. It will be received by the teacher; corrected, if necessary; and placed in the Student Profile Folder.

STEP NO. 4: JOB INTERVIEW

Lesson 8: Follow-Up Telephone Call

Educational Concept

The student who learns to make a telephone call as a follow-up activity to an interview is increasing his/her chances of employability. Instruction may involve the English, business education, and guidance departments and/or the local telephone company.

Objective(s)

Given a job interviewing situation, the student will be able to make a telephone call as a follow-up activity to the interview.

Resources Needed

A mock phone system
Southern Bell representative (Educational Services Division)

Long-Term Activities

Exercise 1.

Discuss these following points in regard to a follow-up telephone call.

1. For whom do you ask?
2. What do you say? Always state the purpose of the call.
3. How long after the interview do you call?
   a) Three days to one week
   b) According to urgency of job
   c) When the interviewer said to call
4. Always be precise and to the point.
5. Remember to say "thank-you" before saying "good-bye."

Exercise 2.

Ask a local telephone company representative or appropriate faculty member to speak on the topic of telephone etiquette.

Exercise 3.

Conduct several mock conversations using random class members.

Evaluation

Conduct and/or observe a mock telephone conversation with each student.

STEP NO. 4: JOB INTERVIEW

Lesson 9: Denial of Job

Educational Concept

The reasons that people do not get jobs are as important for a job applicant to know as the reasons for success in securing a job.

Objective(s)

Given a job refusal, the student will list six reasons why people do not get the job for which they interviewed.

Resources Needed

Job Seeking: How & Where, page 34

Long-Term Activities

Exercise 1.

Read *Job Seeking: How & Where,* page 34, as students follow in their booklets.

Exercise 2.

Conduct group discussions around these topics.

1. Poor career planning (e.g., mismatching of person with job)
2. Failure to look for work (Discuss importance of persistence and assertiveness.)
3. Poor communication skills (Review Lesson 6, "The Actual Interview.")
4. Appearance (Review Lesson 4, "Dress.")
5. Inability to explain relevant problems (e.g., disability, unemployment, sickness)
6. Impact of prior employment – Stress the fact that prior employment will follow a job seeker. Discuss tardiness, absenteeism, problems with co-workers/manager, and poor performance (i.e., failure to meet production quotas, lack of education).

Evaluation

Each student will list at least six reasons that people do not get jobs.

Follow-Up (or Outside Class) Activities

Direct the students to ask a friend or relative to relate an experience with a "turned down" job situation and to offer plausible reasons for the denial.

STEP NO. 4: JOB INTERVIEW

Lesson 10: Role Playing of Interview

Educational Concept

Allowing the student to utilize his/her interviewing skills through role-playing situations will provide beneficial practice.

Objective(s)

During a mock interview, the student will conduct himself/herself in an appropriate manner.

Resources Needed

Office-type setting including a desk, chair, a setting for a receptionist, etc.
Guest personnel manager

Long-Term Activities

Exercise 1.

Interview as many students in the class as possible and allow the class to assess the performance of each person upon completion. Use the following scheme as a guide.

1. Allow 3-4 minutes to conduct each interview. Have someone act as a receptionist for purposes of introduction.
2. As personnel manager, the instructor (guest personnel manager, or guidance counselor) will shake hands and complete the introduction. He/she will then motion for the student to be seated.
3. Begin by explaining the job at hand.
4. Ask several leading questions - try to allow the student an opportunity to tell his/her story. (Refer to Attachment A, Lesson 5 or *Job Seeking: How & Where*, page 30.) Check for poise and posture.
5. Ask if he/she has any questions about the job. Note whether or not inquiries are made regarding benefits.
6. Close by telling when you will give a decision on the job or wait to see if the student asks.

Evaluation

During a simulated interview, each student will be checked for the appropriateness of their answers; the procedures through which they go; and the correctness of the follow-up method which they choose to carry out.

Other Suggested Resources

Guidance counselor or other faculty member may act as personnel manager or receptionist.

Follow-Up (or Outside Class) Activities

Students may interview each other.

STEP NO. 5: JOB MAINTENANCE

Lesson 1: Definition of Job Maintenance

Educational Concept

After a person has secured a job, he/she then needs to know skills associated with job maintenance.

Objective(s)

After completing specific exercises, the student will be able to define job maintenance as it relates to job performance.

Resources Needed

Job Seeking: How & Where
Points to Consider in Discussion (Attachment A)

Short-Term Activities

Exercise 1.

Begin unit with class discussion on the meaning of job maintenance. Elicit comments from the students concerning their concept of the term "job maintenance."

Exercise 2.

Present definition of job maintenance taken from *Job Seeking: How & Where,* page 36. Emphasize the importance of job maintenance as a matter of significant consideration in the world of work (Points to Consider in Discussion, Attachment A).

Evaluation

Students will be required to write the definition of job maintenance.

Other Suggested Resources

Adkins, Winthrop R. *Adkins Life Skills Program. Keeping My Job: Habits That Help.* New York: The Psychological Corporation, 1976.

Crystal, John C. and Bolles, Richard N. *Where Do I Go From Here With My Life?* Berkeley, Calif.: Ten Speed Press, 1974.

STEP NO. 5: JOB MAINTENANCE

Lesson 1: Definition of Job Maintenance

Educational Concept

After a person has secured a job, he/she then needs to know skills associated with job maintenance.

Objective(s)

After completing specific exercises, the student will:

1. Define job maintenance as it relates to job performance.
2. List two positive outcomes of satisfactory job performance.
3. List two negative outcomes of unsatisfactory job performance.

Resources Needed

Job Seeking: How & Where
Points to Consider in Discussion (Attachment A)

Long-Term Activities

Exercise 1.

Begin unit with class discussion on the meaning of job maintenance. Elicit comments from the students concerning their concept of the term "job maintenance."

Exercise 2.

Present definition of job maintenance taken from *Job Seeking: How & Where,* page 36. Emphasize the importance of job maintenance as a matter of significant consideration in the world of work (Points to Consider in Discussion, Attachment A).

Exercise 3.

Have class members read aloud section entitled "What is Job Maintenance?" (*Job Seeking,* page 36).

Exercise 4.

Discuss relationship of satisfactory job performance to positive outcomes, i.e., continuance in a job and promotion.

Exercise 5.

Discuss relationship of unsatisfactory job performance to negative outcomes, i.e., demotion from newly acquired position or termination from one's job (Points to Consider in Discussion, Attachment A).

Evaluation

Require all students to write a definition of job maintenance.

Take random sampling of class (oral response) listing two positive outcomes of satisfactory job performance.

Take random sampling of class (oral response) listing at least two negative outcomes of unsatisfactory job performance.

Other Suggested Resources

Crystal, John C., and Bolles, Richard N. *Where Do I Go From Here With My Life?* Berkeley, Calif.: Ten Speed Press, 1974.

Worthy, James C. *What Employers Want.* Chicago: Science Research Associates, 1971.

Follow-Up (or Outside Class) Activities

Since one's values spill over into job performance and job performance, in turn, affects job maintenance, have the students review the values which they identified in Step 1: Self-Appraisal, by completing a Personal Inventory (Step1, Attachment A).

POINTS TO CONSIDER IN DISCUSSION

Short-Term and Long-Term

Exercise 2.

As a matter of consideration by the worker, job maintenance is important in the following ways.

1. Attention to job maintenance is a key to job stability or longevity.
2. Job maintenance relates closely to one's potential for promotion.
3. A personal feeling of satisfaction arises from successful job maintenance.
4. When a worker strives towards job maintenance, he/she feels a sense of accomplishment in positive goal setting.

Long-Term

Exercise 5.

The following negative outcomes can result from unsatisfactory job performance.

1. Loss of job
2. Loss of opportunity for promotion
3. Loss of opportunity for increased wage
4. Increased likelihood of bad references for further employment
5. Demotion from new position

STEP NO. 5: JOB MAINTENANCE

Lesson 2: Importance of Attitude

Educational Concept

After a person has secured a job, he/she needs to understand the impact which attitude has on his/her success.

Objective(s)

After completing specific exercises the student will:

1. Define worker attitude.
2. Give three examples of how personal attitude affects relationships with co-workers.

Resources Needed

Job Seeking: How & Where
Points to Consider in Discussion (Attachment C)

Short-Term Activities

Exercise 1.

Review section on "The Importance of Attitude," *Job Seeking: How & Where,* page 36. Use a student to read section aloud to class. (See Attachment C, Points to Consider in Discussion).

Exercise 2.

Elicit comments from students concerning the relationship that exists between one's attitude and success on the job. Ask for examples of positive and negative attitudes as applied to a work setting (personal accounts, if possible).

Exercise 3.

Discuss the following questions with the class. List the responses on the board for class review.

1. What are some of the behaviors and traits that workers expect from fellow workers?
2. Why do you think that so many people who are fired or released from a job have trouble getting along with others?

Evaluation

Assign a short essay exam asking for definition of worker attitude as it relates to job maintenance.

Assign a written exam designed to illustrate student awareness of how personal attitudes affect relations with fellow workers.

Other Suggested Resources

Adkins, Winthorp R. *Adkins Life Skills Program. Keeping My Job: Habits That Help.* New York: The Psychological Corporation, 1976.

Beach, David P. "Development of An Instructional Model for Helping Youth Acquire Necessary Work Habits, Attitudes, or Values." Philadelphia: Eastern Educational Research Association, 1981.

Dreese, Mitchell. *How To Get the Job.* Chicago: Science Research Associates, 1977.

STEP NO. 5: JOB MAINTENANCE

Lesson 2: Importance of Attitude

Educational Concept

After a person has secured a job, he/she needs to understand the impact which attitude has on his/her success.

Objective(s)

After completing specific exercises, the student will:

1. Define worker attitude.
2. Give three examples of how personal attitude affects relationships with co-workers.
3. Understand and explain the concept of the worker adjusting to the job and, conversely, adjusting the job to himself/herself.

Resources Needed

Job Seeking: How & Where
Attitude Survey (Attachment B)

Long-Term Activities

Exercise 1.

Review section on "The Importance of Attitude," *Job Seeking: How & Where,* page 36. Use a student to read section aloud to class.

Exercise 2.

Elicit comments from students concerning the relationship that exists between one's attitude and success on the job. Ask for examples of positive and negative attitudes as applied to a work setting (personal accounts, if possible).

Exercise 3.

Discuss the following questions with the class. List the responses on the board for class review.

1. What are some of the behaviors and traits that workers expect from fellow workers?
2. Why do you think that so many people who are fired or released from a job have trouble getting along with others?

Exercise 4.

Distribute Attitude Survey (Attachment B) to class members. Allow approximately ten minutes for completion.

Exercise 5.

Discuss the Survey in detail, eliciting comments from class on individual items. Attempt to reach group consensus.

Exercise 6.

Review the concept of adjusting the job to oneself as presented in *Job Seeking: How & Where,* pages 36-37. Ask class to provide illustrations of both aspects of this concept and record the responses on the chalkboard for further discussion. Use real or fictional case studies for discussion starters.

Evaluation

Assign a short essay exam asking for definition of worker attitude as it relates to job maintenance.

Assign a written exam designed to illustrate student awareness of how personal attitude affects relationship with fellow workers.

Assign an exam which requires student to define the difference between adjusting to the job and adjusting the job to oneself.

Other Suggested Resources

Adkins, Winthrop R. *Adkins Life Skills Program. Keeping My Job: Habits That Help.* New York: The Psychological Corporation, 1976.

Beach, David P. "Development of An Instructional Model for Helping Youth Acquire Necessary Work Habits, Attitudes, or Values." Philadelphia: Eastern Educational Research Association, 1981.

Dreese, Mitchell. *How To Get the Job.* Chicago: Science Research Associates, 1977.

ATTITUDE SURVEY

Read each of the following statements. Decide if the statement projects a positive or negative worker attitude. Indicate a positive attitude by placing a plus sign (+) beside the sentence; a negative sign (-) indicates a poor attitude. Finally, rank each attitude 1—10. Number one indicates the best worker attitude; a ten represents the worst attitude in your opinion.

STATEMENT	POSTITIVE OR NEGATIVE	RANKING
1. "Why should I work overtime; nobody else does?"	_____	_____
2. "I'll be looking for a good job when my unemployment compensation runs out."	_____	_____
3. "My job success depends on how often I say 'yes sir, you're right!' "	_____	_____
4. "I'll skip the break today; the boss needs this by noon and I'm afraid to upset her!"	_____	_____
5. "I believe in myself and plan to be the office manager in two years!"	_____	_____
6. "John gets all the breaks: now he's been promoted to supervisor. I deserve it more."	_____	_____
7. "I'll show you how to do this task if you'd like to try it."	_____	_____
8. "If I don't get a 7% increase, I'll quit!"	_____	_____
9. "Why doesn't the management implement a suggestion box?"	_____	_____
10. "Why should I conserve energy on the job? It's not my money."	_____	_____

POINTS TO CONSIDER IN DISCUSSION

Short-Term and Long-Term

Exercise 1.

The definition of attitude in the work setting is the mental feeling or emotion that one experiences towards his/her job, co-worker, supervisor, or physical objects in the work environment.

Exercise 2. Points to Consider

Examples of Positive Attitudes

1. Feeling of enjoyment when interacting with others on the job
2. Good feelings when a worker surveys his/her job setting
3. Feeling of satisfaction when a worker receives his/her pay
4. Feeling of respect and positive regard when interacting with one's supervisor or boss
5. A feeling of acceptance and willingness when one is asked to stay on the job overtime

Examples of Negative Attitudes

1. Feeling of discontent or anger when interacting with others on the job
2. Constant complaining about physical elements in the job setting
3. Feeling of injustice or dissatisfaction in regard to one's pay
4. Feeling of contempt and disrespect towards one's boss without good reason
5. A constant lack of concern for being on time for work

Exercise 3. Parts 1 and 2

Examples of Behavior Which Is Expected

1. Equal sharing of work assignments
2. Congenial manner of interacting with others
3. Dependability
4. Proficiency in one's work
5. Honesty

The primary reason that most people lose a job is their negative attitude. This type of attitude goes hand in hand with an inability to get along with others.

STEP NO. 5: JOB MAINTENANCE

Lesson 3: Work Habits and Interpersonal Skills

Educational Concept

After a person has secured a job, he/she needs to understand the importance of healthy work habits and interpersonal skills for success in the position.

Objective(s)

After completing specific exercises, the student will:

1. Define the terms "work habits" and "interpersonal skills".
2. Identify four important work habits which contribute to job maintenance.
3. Identify four important interpersonal skills which contribute to job maintenance.

Resources Needed

Job Seeking: How & Where
Personnel representative as guest speaker
Overhead projector
Transparency made from Habits That Help (Attachment D)
Points to Consider in Discussion (Attachment E)

Short-Term Activities

Exercise 1.

Begin unit with classroom discussion of the meaning of terms "work habits" and "interpersonal skills." Write definition of each on board (Points to Consider in Discussion, Attachment E). Provide examples and use real life situations, if possible.

Exercise 2.

Invite a personnel representative or supervisor from a local business or industry to address class on the importance of healthy work habits and interpersonal skills. Stress how these traits relate to successs on the job.

Exercise 3.

Elicit class participation in compiling a list of positive work habits/interpersonal skills utilizing those listed in *Job Seeking: How & Where,* page 37 as a foundation (Attachment E).

Exercise 4.

Elicit class opinions on how or why specific work habits/interpersonal skills contribute to job maintenance.

Exercise 5.

Utilize an overhead projector to show transparency of Habits That Help (Attachment D). Have two groups role play a situation in which healthy work habits and interpersonal skills are used and vice versa. The groups will decide the setting and situation based on an actual happening or fictionalized.

Evaluation

Assign a written exam which requires a definition of healthy work habits and interpersonal skills.

Assign a written exam which requires listing four work habits that make a significant contribution to job maintenance.

Assign a written exam which requires listing four interpersonal skills which make a significant contribution to job maintenance.

Other Suggested Resources

Adkins, Winthrop R. *Adkins Life Skills Program. Keeping My Job: Habits That Help.* New York: The Psychological Corporation, 1976.

Beach, David P. "Development of an Instructional Model for Helping Youth Acquire Necessary Work Habits, Attitudes, or Values." Philadelphia: Eastern Educational Research Association, 1981.

McDaniels, Carl. *Finding Your First Job.* Boston: Houghton-Mifflin Co., 1981.

STEP NO. 5: JOB MAINTENANCE

Lesson 3: Work Habits and Interpersonal Skills

Educational Concept

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Objective(s)

After completing specific exercises, the student will:

1. Define the terms "work habits" and "interpersonal skills".
2. Identify four important work habits which contribute to job maintenance.
3. Identify four important interpersonal skills which contribute to job maintenance.

Resources Needed

Job Seeking: How & Where
Personnel representative as guest speaker
Overhead projector
Transparency made from Habits That Help (Attachment D)
Points to Consider in Discussion (Attachment E)
Panel of recent graduates

Long-Term Activities

Exercise 1.

Begin unit with classroom discussion of the meaning of terms "work habits" and "interpersonal skills." Write definition of each on board (Points to Consider in Discussion, Attachment E). Provide examples and use real life situations, if possible.

Exercise 2.

Invite a personnel representative or supervisor from a local business or industry to address class on the importance of healthy work habits and interpersonal skills. Stress how these traits relate to success on the job.

Exercise 3.

Elicit class participation in compiling a list of positive work habits/interpersonal skills utilizing those listed in *Job Seeking: How & Where,* page 37 as a foundation (Attachment E).

Exercise 4.

Elicit class opinions on how or why specific work habits/interpersonal skills contribute to job maintenance.

Exercise 5.

Utilize an overhead projector to show transparency of Habits That Help (Attachment D). Have two groups role play a situation in which healthy work habits and interpersonal skills are used and vice versa. The groups will decide the setting and situation based on an actual happening or fictionalized.

Exercise 6.

Set up a panel of recent graduates who will discuss their first six months on the job and stress the importance of good work habits and interpersonal skills in their individual work settings.

Exercise 7.

Encourage class to ask questions of panel at the conclusion of presentation.

Evaluation

Assign a written exam which requires a definition of healthy work habits and interpersonal skills.

Assign a written exam which requires listing four work habits that make a significant contribution to job maintenance.

Assign a written exam which requires listing four interpersonal skills which make a significant contribution to job maintenance.

Other Suggested Resources

Adkins, Winthrop R. *Adkins Life Skills Program. Keeping My Job: Habits That Help.* New York: The Psychological Corporation, 1976.

Beach, David P. "Development of an Instructional Model for Helping Youth Acquire Necessary Work Habits, Attitudes, or Values." Philadelphia: Eastern Educational Research Association, 1981.

McDaniels, Carl. *Finding Your First Job.* Boston: Houghton-Mifflin Co., 1981.

Follow-Up (or Outside Class) Activities

Ask each student to survey one place of business or industry and obtain an interview with a member of the personnel department. The interview should focus on learning which work habits are considered essential for the employees of the surveyed business or industry. Have students give a report on the results of the interviews. After each report, allow time for discussion.

HABITS THAT HELP

This information summarizes strategies which you can utilize to avoid or reduce problems on the job.

Ease into new work settings.

It is natural to be nervous when starting a new job. Try to relax and do the best you can.
It may take some time before you feel comfortable with your new co-workers. Don't let that bother you.
If your new co-workers play practical jokes on you or bother you, don't get upset. This probably happens to all new workers at first.
You may not get to do the work you were hired for immediately. Show your new employer how good a worker you are by doing a good job with the task you *are* assigned to do.
If you are having serious problems adjusting to the new situation, talk to your supervisor.

Be on the job.

Do your best to avoid being absent.
Get to work on time and put in a full day.
Try to organize your personal life so that it does not interfere with your work.
If you must take time off, try to make arrangements in advance with your supervisor.
If at the last minute you find you can't go to work at all or will be late, call your supervisor and explain.

Know your job.

Know the duties and responsibilities that go with the job.
Know the commitments that your employer has made to you.
Know the rules of the company you work for.
Know the grievance procedures of your company so that you can protect your rights as a worker.

Complete your work assignments.

Listen carefully to your supervisor's instructions about jobs and assignments.
Ask your supervisor any questions necessary for you to do assignments properly.
If you make a serious mistake, tell your supervisor so that it can be corrected.
If you find you can't complete an assignment in the time allowed, tell your supervisor as soon as you realize it. Don't wait until the last minute.
Be willing to take on extra assignments that you can handle. Be ready to help with jobs that you don't normally do, or to work overtime if you are asked.

Deal sensibly with authority.

If you are given an unreasonable assignment, politely tell your supervisor why you don't think you can do it.
If you think your supervisor has made a mistake, try to talk it over in a calm way.
If necessary, talk to others who have worked with your supervisor to get suggestions on how to get along with him /her.

If you are having some trouble getting along with your supervisor, talk over the problem with him/her and suggest solutions, or ask for advice. If all this fails, try talking to someone in the personnel department.
Don't get angry with your supervisor for telling you to follow company rules. This is part of your supervisor's job, and he/she may not like it any better than you do.

Use your time efficiently.

Try not to waste time or materials when you do your assignments.
Work at a good pace, but not too fast. People who work too quickly tend to make more mistakes than they normally would make.
If you are given more than one assignment at a time, check with your supervisor about which one should be done first.
Avoid socializing too much with your co-workers during working hours.
If you see something that needs to be done, and you can handle it, check with your supervisor before changing your work assignment.

POINTS TO CONSIDER IN DISCUSSION

Short-Term and Long-Term

Exercise 1. Definitions

Work habits are traits which a worker consistently displays towards his/her job.

Interpersonal skills are abilities displayed by a person which relate to the expression of such human qualities as friendliness, respect, honesty, cooperation, and consideration when interacting with others.

Exercise 3.

Positive Work Habits

1. Low absenteeism
2. Appropriate, neat dress
3. Punctuality
4. Quality work
5. Safety
6. Adherence to directions
7. Saving of materials and time

Interpersonal Skills

1. Honesty
2. Cooperation
3. Congeniality
4. Loyalty
5. Friendliness

STEP NO. 5: JOB MAINTENANCE

Lesson 4: Work Habits and Interpersonal Skills - Absenteeism

Educational Concept

After a person has secured a job, he/she needs to understand the impact which absenteeism has on work performance.

Objective(s)

After completing specific exercises the student will:

1. List four negative effects that excessive absenteeism has on work performance.
2. Demonstrate an awareness of how employees regard worker absenteeism by citing two of their major concerns.

Resources Needed

Job Seeking: How & Where
Poster (Attachment F)
Points to Consider in Evaluation (Attachment G)

Short-Term Activities

Exercise 1.

Begin unit by displaying poster (Attachment F). A class discussion on worker absence that covers these major points should follow.

1. A great problem area for some workers is absenteeism.
2. Some persons are absent from work because of illness, unforeseen difficulties, or special obligations. All of these reasons may be valid.
3. Some persons, however, stay out of work for reasons that are not so important.
4. Absenteeism without good cause often creates problems with supervisors, co-workers, employees, and customers.

Exercise 2.

Encourage the class to comment on the matter of absenteeism. Relate worker absenteeism to school absenteeism and ask for comparisons between the two types.

Evaluation

Assign an exam which requires the listing of at least four negative effects that absenteeism has on worker performance (Points to Consider in Evaluation, Attachment G).

Require students to list at least two major employer concerns towards absenteeism (Attachment G).

Other Suggested Resources

Adkins, Winthrop R. *Adkins Life Skills Program. Keeping My Job: Habits That Help.* New York: The Psychological Corporation, 1976.

Dreese, Mitchell. *How To Get The Job.* Chicago: Science Research Associates, 1977.

Worthy, James C. *What Employers Want.* Chicago: Science Research Associates, 1971.

STEP NO. 5: JOB MAINTENANCE

Lesson 4: Work Habits and Interpersonal Skills - Absenteeism

Educational Concept

After a person has secured a job, he/she needs to understand the impact which absenteeism has on work performance.

Objective(s)

After completing specific exercises the student will:

1. List four negative effects that excessive absenteeism has on work performance.
2. Demonstrate an awareness of how employees regard worker absenteeism by citing two of their major concerns.
3. Demonstrate a knowledge of strategies for dealing effectively with the common causes of worker absence by listing a strategy for each common cause.
4. Demonstrate a knowledge of the consequences which worker absence evokes among supervisors, co-workers, employers, and customers by listing a consequence which might result with each of the named parties.

Resources Needed

Job Seeking: How & Where
Poster (Attachment F)
Points to Consider in Evaluation (Attachment G)
Student handouts made from Attachments H, I, and J

Long-Term Activities

Exercise 1.

Begin unit by displaying poster (Attachment F). A class discussion on worker absence that covers these major points should follow.

1. A great problem area for some workers is absenteeism.
2. Some persons are absent from work because of illness, unforeseen difficulties, or special obligations. All of these reasons may be valid.
3. Some persons, however, stay out of work for reasons that are not so important.
4. Absenteeism without good cause often creates problems with supervisors, co-workers, employers, and customers.

Exercise 2.

Encourage the class to comment on the matter of absenteeism. Relate worker absenteeism to school absenteeism and ask for comparisons between the two types.

Exercise 3.

Distribute handout Absenteeism - A Supervisor's Viewpoint (Attachment H) as an individual or group project. If a group activity is planned, students can be assigned parts to read or dramatize the narrative. After reading the narrative, students should complete questions individually (or collectively if a group setting is used). Seek a consensus on each question. The main purpose of this activity is to elicit student involvement and to help stimulate discussion about the effects of excessive worker absence.

Exercise 4.

Repeat the above procedure for utilizing the handouts Absenteeism - The Co-Worker's Viewpoint (Attachment I), and Absenteeism - The Employer's Viewpoint (Attachment J).

Exercise 5.

Upon completion of student handouts, conduct a summary discussion.

Exercise 6.

Evoke from the class their opinions and feelings about the effects of frequent worker absence on supervisors, co-workers, employers, customers, and workers themselves. List responses on board.

Evaluation

Assign an exam which requires the listing of at least four negative effects that absenteeism has on worker performance (Points to Consider in Evaluation, Attachment G).

Require students to list at least two major employer concerns towards absenteeism (Attachment G).

Assign an exam which requires students to respond with a strategy for dealing with four common causes of worker absence (Attachment G).

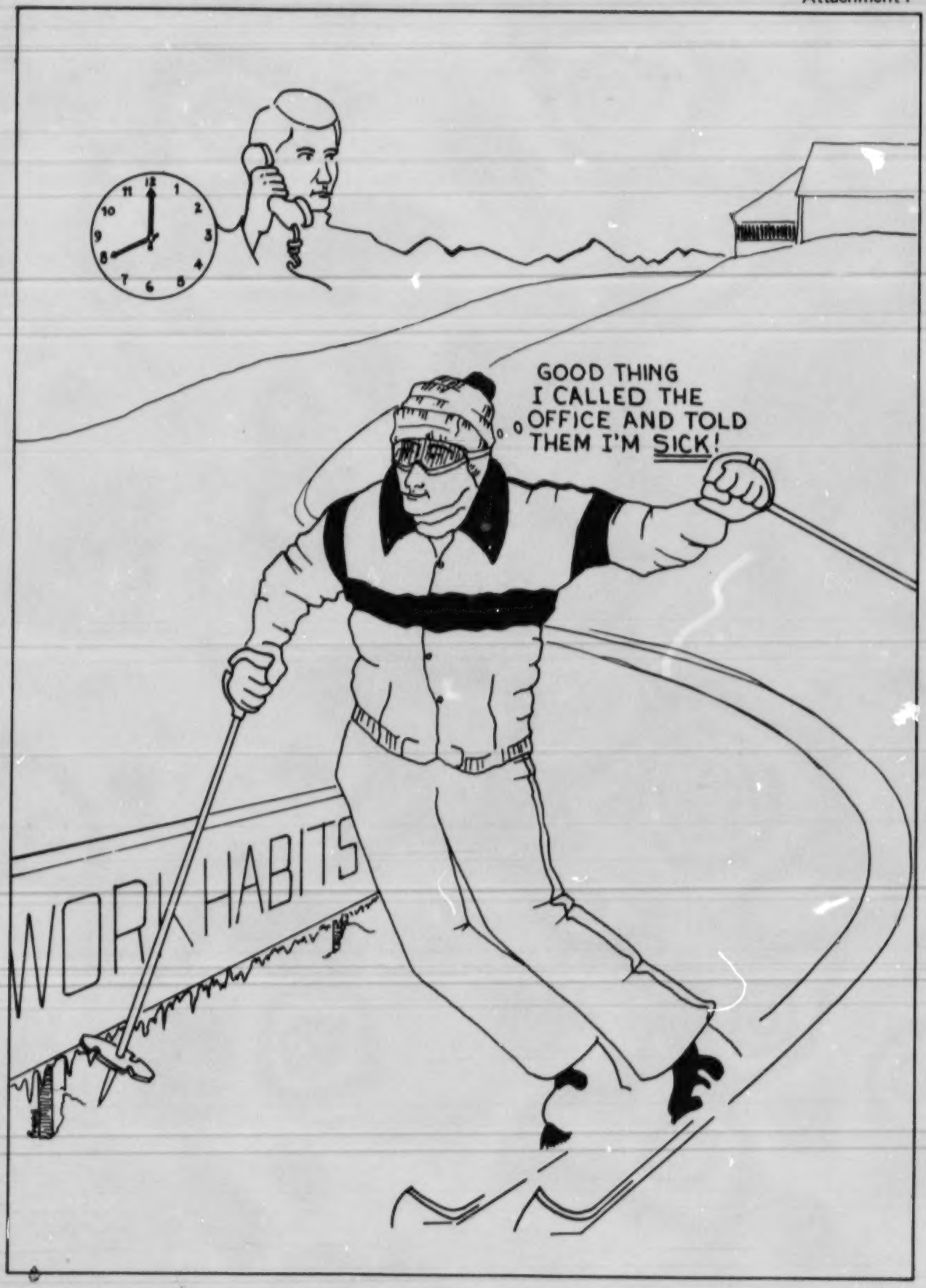
Assign completion of multiple choice questions which are located on the last page of the three handouts (Attachments H, I and J).

Other Suggested Resources

Adkins, Winthrop R. *Adkins Life Skills Program. Keeping My Job: Habits That Help.* New York: The Psychological Corporation, 1976.

Dreese, Mitchell. *How To Get The Job.* Chicago: Science Research Asssociates, 1977.

Worthy, James C. *What Employers Want.* Chicago: Science Research Associates, 1971.


GOOD THING I CALLED THE OFFICE AND TOLD THEM I'M SICK!
WORK HABITS

POINTS TO CONSIDER IN EVALUATION

Long-Term and Short-Term

Negative Effects of Absenteeism

1. Destroys image of employee dependability
2. Decreases productivity
3. Reduces likelihood of promotion
4. Decreases pay
5. Strains co-worker relationships
6. Terminates job

Employee Concerns Toward Absenteeism

1. Chronic employee absenteeism causes a business or industry to lose money because of decreased productivity.
2. Increase in supervision and inspection are necessary when a company is faced with chronic absenteeism of employees.

Long-Term

Common Causes of Worker Absence

1. Medical or dental appointments
2. Transportation breakdowns
3. Social commitments, family problems
4. Injury
5. Illness
6. Dissatisfaction with one's job

Strategies for Dealing with Common Causes

It is important that class members be allowed to think these problems through and provide their opinions and strategies for dealing with each common cause of absence. The instructor should reinforce logical, practical strategies which are presented by the students.

ABSENTEEISM: A SUPERVISOR'S VIEWPOINT

Ralph: Gee Hank, you look bushed.

Hank: Hi, Ralph. Yeah, I sure am. One of my people was out sick today and you know what that does to me.

Ralph: Well, that's the price you got to pay for being the foreman. You've just got to hustle a little more than everybody else.

Hank: This job would be a cinch if all I had to do was work just a little harder than everyone else. It's not that at all. Look, if I'm short a man, I'm in big trouble.

Ralph: You always gripe when one of your workers is out. I don't see what the big deal is. You call the union and get a replacement, that's all.

Hank: I wish it were that easy, Ralph. O.K., you're right. I call and get someone else. First off, I don't know who I'm getting, so I have no idea how good he is. What if I get a guy who's all thumbs and I end up having to get someone to fix what he's done? I lose that worker's time and the company loses money.

Ralph: But Hank, I thought there were union standards a guy has to meet.

Hank: Yeah, there are. But there are still some guys floating around who aren't tops. All right, say I get an O.K. guy. I have to wait for him to get here and that means all the guys on the crew end up waiting too. And once he gets here, I got to break him in, show him around, make sure he understands what he's supposed to be doing.

Ralph: It sounds like it could take all morning before he ever gets started on the job.

Hank: That's right, and what's more, it takes all morning for me, too. It takes me away from what I'm supposed to be doing. I got to make sure everything's done right. How can I do that if I spend all my time just trying to keep one crew together and working? It ends up slowing everybody down when one guy is out.

Ralph: I can understand how if the guy who's out is a plumber, the plumbers'll be in trouble. But how can one guy's absence affect *all* the crews?

Hank: Look, it works this way. Everything is scheduled out for completion, piece by piece. The carpenters have one job to finish so the electricians can move in and do theirs. As soon as the electricians finish one part, another section should be ready for them. This means that the carpenters always have to be three steps ahead of the electricians. It's the same with the roofers, the plumbers, and the refrigeration guys—something's always got to be ready for them to move in on. So if I got lots of absences in one section—say the carpenters fall behind—then the electricians may be standing around for hours or days with nothing to do. Everything falls behind.

Ralph: Yeah, I guess that could be a problem.

Hank: It's a big problem. Time is money in this business. When we work on a building, it's got to be finished right on schedule, especially when you're a small contractor like our outfit is.

Ralph: But don't *all* construction companies have to meet their deadlines?

Hank: Yeah, Ralph, they do. But with a small company it's much more important to be on time. There's a lot of competition out there. It's rough. So if you're a small company, one of the things that'll get you the job over the big outfits is to promise to do the job in less time and still maintain the best standards.

Ralph: That puts a lot of pressure on you, doesn't it?

Hank: It does, that's for sure. You know, I've been with this company for fifteen years and our outfit rides on our reputation. We can do a job faster than a lot of the bigger companies and it's still the best work around. I guess I'm kind of proud of that.

Ralph: Does your company pay a guy when he's out?

Hank: No, they don't. It may seem rough, but if a guy's not here, they've got to pay his replacement for the day. And they end up losing money anyway, because they pay the new guy for the whole day, even though he may spend half the day just learning what's got to be done.

Ralph: Do *you* personally do anything else to the guy who's been out a lot?

Hank: You bet I do. If he's out too much, I'll tell him good-bye. I always have to report to *my* boss, and he doesn't like it when we fall behind. It ends up costing him more money when everybody has to work overtime to meet our deadline. When the boss makes a bid for a job, he's figuring on paying the workers regular pay. The only overtime he plans on is double time for holidays that he knows about in advance. But if the work doesn't get done and we fall behind schedule and go into overtime, it costs the boss a lot of money. And then he gets on *my* back. So I'm not about to put up with a guy who doesn't show up. And any guy who's out too much is going to miss out on more than just a day's pay. He's going to miss out on all the extras too.

Ralph: What do you mean? What does being absent have to do with getting the extras?

Hank: That's the trouble with most of the guys I'm talking about. They don't understand either. It's simple. Say you show up regular and there's a holiday that comes along and we got to keep working. I'll give *you* a crack at that double pay, if you've been showing up regular. See we usually only work a skeleton crew on those days, about half the regular crew. If there's only one spot open, it's not going to go to the guy who's out a lot. And in this line of work, you got to get that double pay whenever you can. You've also got to avoid long breaks between jobs.

Ralph: But I thought the pay was pretty good around here.

Hank: Sure the pay is good, but it doesn't matter how good the pay is if you only work half the days in a year. Now, we finish this job in a couple of weeks, and I know there's going to be another job starting in about a month. See, but we're not going to need as many people as we did for this job. So who do you think I'm going to tell to report to work for the new job? The guy who's been out a lot, or the one who's been here every day?

MULTIPLE CHOICE QUESTIONS ON ABSENTEEISM: A SUPERVISOR'S VIEWPOINT

Based on what you've just read, see if you can answer the questions below. This is *not* a test. The questions should start you thinking about the problems mentioned in the dialogue. Just read the questions, and then circle the correct answer or answers. Sometimes more than one answer will be correct. Do the best you can and be ready to discuss your answers.

1. What does Hank do if he is short a worker?

   a) He does the missing worker's job himself.

   b) He calls the union to get another worker to fill in.

   c) He asks the other men to do the extra work.

   d) He changes the schedule so that everything will get done later.

2. What kinds of problems can result from using a replacement worker?

   a) The replacement person may not be a good worker and could do a bad job.

   b) Everyone else wastes time waiting for the replacement to show up.

   c) Hank can't do his job because he has to break in the replacement worker.

   d) All of the above.

3. How do repeated absences make problems for Hank as a supervisor?

   a) He worries about falling behind on the schedule.

   b) His boss doesn't like absences, and gives Hank a hard time.

   c) He has to pay for a replacement worker out of his own pocket.

   d) The workers get angry with him for being too easy on those who are absent.

4. When there are reported absences by the carpentry crew, how does it affect the other crews?

   a) The carpentry crew's absences don't make any difference to the other crews.

   b) The other crews can't start on their work and things fall behind.

   c) The other crews have to do the carpentry work too.

   d) The other crews may have to work overtime to stay on schedule.

5. What does Hank do to a worker who is absent a lot?

   a) He makes the worker stay overtime without pay to catch up.

   b) He doesn't ask the worker to come in on holidays, so the worker loses out on double pay.

   c) He doesn't ask the worker to come back for future jobs.

   d) He gives the worker the hardest jobs to do.

ABSENTEEISM: THE CO-WORKERS' VIEWPOINT

Coffee Seller: Coffee! Coffee's here!

Terry: Well, hi stranger! Haven't seen *you* in a while! Look who's here, Albert, it's Lorraine!

Albert Lorraine? You're back! What happened, did you get tired of goofing off?

Lorraine: Goofing off? What do you mean?

Albert: Oh, didn't you enjoy your three-day weekend?

Lorraine: Oh, you mean yesterday. Didn't you hear that I was sick?

Terry: Sure. You were sick yesterday and you've been sick every other Monday for the past few weeks. Friday's a day you seem to get sick pretty often, too.

Lorraine: Boy, you people are really something! I can't help if the days I happen to get sick are Mondays. You know, I'm not very healthy, and I have to take care of myself.

Albert : Well, you look pretty healthy to me now. In fact, you look a whole lot better than I feel, with all the pressure we've been getting in this office.

Lorraine: You just don't believe me, do you? Well I don't care. You're not the one I have to answer to. Why are you so down on me, anyway? What difference does it make to *you* if I'm out, for whatever reason?

Terry: You ought to know. Now is the busiest time of the year in this office. There are a lot of tight deadlines on reports and budgets. When you're out, it means more work and pressure on the rest of us to meet the deadlines.

Albert: Yeah. You know, usually this isn't a bad place to work, better than some other offices I've been in. I mean, I don't say things are perfect. But I *do* feel like I've got some responsibility to show up and keep things going when the work piles on. So I really dread the days when you're not here, Lorraine. It makes life miserable for us. When I was coming in yesterday, I just *knew* you wouldn't be here.

Lorraine: Oh, so Connie's been ordering you two around a lot. I know when the front office starts making noises about her being too easy a supervisor, she tries to be a real army sergeant.

Terry: No, no. It's not just that. Connie has her job to do too. And she's the one who hears it if we fall behind. She just tries to push us a little harder now that there's so much work to do, and we're shorthanded. But it all gets back to you. O.K., maybe you weren't feeling well yesterday. But it seems like you'd stay home even if you only had a headache, and always at the time when we're busiest. That means Albert and I have to work overtime.

Lorraine: So what's so bad about that? I remember hearing you say you need the extra money you get from overtime. It seems like I'm doing you a favor.

Albert: Yeah. But for one thing, I like to know in advance that we're going to have to stay late, so I can plan on it. Last Tuesday I had some fun trying to get in touch with my wife. She was supposed to meet me at the movies and she'd already left her office when I found out I had to work late. I finally got hold of her by calling the movie theater.

Terry: Besides, overtime once in a while is O. K., but I don't like it as a steady diet. Did you ever type for eight hours straight? That's about what I did yesterday. I began to feel like well, I was just another piece of the machine. I was tired, and my back hurt, and I was mad. Because most of the stuff I was typing was from *your* department. You know, you're much faster at typing your own work than I am. A couple of weeks more of this high pressure and working overtime and I'll forget what it's like to enjoy life.

Lorraine: O.K. I'm sorry things are rough for you here, but really, if this weren't the busy season, nobody would be complaining. So why take it out on me? I've got to watch out for myself. After this week maybe the pressure will be off around here.

Albert: Sure, Lorraine. Even when things ease up, Terry gets stuck with your stuff when you're not here. The rest of us have it a little better, but *she* has to get your work done. Right, Terry?

Terry: I'll say. That means I've got two departments and two bosses. And everything that they give me to do is always "RUSH." Your boss is the worst. I mean, at least Connie understands when I've got to divide my time, but Bill – forget it! He thinks the whole world revolves around him, and he can get very nasty. If you're not here, that starts him out in a bad mood. Even though I try to do my best, he's not too happy.

Lorraine: Yeah. Well one of the reasons I like to take a day off now and then is because Bill's not the greatest boss to work for. You ought to understand my situation.

Albert: Come on. He really likes you. I know you two get along. Probably because when you *are* here, you do a great job. It's just that when you're not in, everybody else suffers a little–or a lot.

Terry: And we're not the only ones who get angry with you, you know. Did you notice that Lydia and Bob have been giving you the cold shoulder? And that Lydia hasn't had lunch with you lately, has she?

Lorraine: Oh, so that's why. And Bob–I asked him to watch my phones so I could get coffee, and he acted like he didn't hear me. Well, I'd rather he and Lydia told me what's on their minds, if they've got something against me.

Albert: Well, they're probably not as loudmouthed as Terry and me. We decided we'd talk to you the next time you showed up.

Lorraine: Well, gee thanks, I guess I'd better get back to my desk. I've got *so* much to do.

Albert: I don't know about her, Terry. I just don't know.

Terry: Yeah.

MULTIPLE CHOICE QUESTIONS ON ABSENTEEISM: THE CO–WORKERS' VIEWPOINT

Based on what you've just read, see if you can answer the questions below. This is *not* a test. The questions should start you thinking about the problems mentioned in the dialogue. Just read the questions, and then circle the correct answer or answers. Sometimes more than one answer will be correct. Do the best you can, and be ready to discuss your answers.

1. What happens in Lorraine's office when she is out a lot?

   a) Her co-workers have to stay overtime in order to finish the work.

   b) More people are hired to help with the work.

   c) There is pressure on her co-workers to do more work during the day.

   d) The head office gives her co-workers less work to do because they know there are fewer people available.

2. When Lorraine is frequently absent, what is her co-workers' attitude?

   a) They feel sorry for her because she gets sick so often.

   b) They feel she isn't a responsible worker and takes off days whenever she wants to.

   c) They are annoyed because they think she stays home even when she just has a headache.

   d) They are glad she's not at work because they don't like her.

3. How do the people in Lorraine's office feel when there is a lot of work and she isn't in?

   a) They feel angry because they have to do her work.

   b) They are pleased because extra workers are hired to help out.

   c) They are happy because they will get to work overtime and earn more money.

   d) They feel tense because there's no time to relax.

4. What happens to Terry when she has to do Lorraine's work?

   a) Her workload is doubled because she has two supervisors to work for.

   b) Her work is more interesting because she gets to do something different.

   c) Lorraine's boss isn't pleased with Terry's work.

   d) Terry gets an extra day of vacation time.

5. What problems do you think Terry runs into when she has to work for two bosses because Lorraine is out?

   a) She must deal with two different people's schedules and routines.

   b) She may not know whose work to do first.

   c) She has more work to do and less time to do it.

   d) All of the above.

171

6. Why do Terry and Albert complain about working overtime?

   a) Overtime interferes with their personal plans.

   b) They don't get paid for overtime work.

   c) A steady diet of overtime is depressing.

   d) It is exhausting to do so much overtime.

ABSENTEEISM: AN EMPLOYER'S VIEWPOINT

Roger: Dave, you're the personnel director of this outfit, and I'm the president. I asked you in here because I think you and I have a problem. Do you realize what incredible absenteeism we have? It's just amazing! I was looking over this year's record of absences and comparing it with previous records. Do you know that worker absences have almost doubled in the past few years? I want to know why this has happened. In this tight job market where people are having trouble just *getting* a job, why do some of our employees risk *losing* their jobs by being out too much?

Dave: Roger let me . . . .

Roger: Worker dependability is one of the most *basic* things I expect from my employees, Dave. As far as I'm concerned, it goes without saying that when we hire people, we expect that they'll come to work every day. I can't even get that! I want you to hire people who come to work *every* single day, except of course, when they're *really* sick. Those are the kind of workers I want!

Dave: But Roger, you're not alone. Lots of other employers are having the same problem. Why, I'd say *most* other employers are having the same problem.

Roger: Well, that does me a lot of good I don't want sympathy, I want solutions! I don't want to be in the same boat with every other employer. Do you realize what these absences are costing me?

Dave: I don't have the exact figures, but I know it's amazingly high.

Roger: High? "High" isn't the word. Why it's ridiculous! What's the average wage for our employees?

Dave: Approximately thirty dollars a day.

Roger: O.K., and we have about four hundred people working for us. According to that report on workers' absences, each of our employees is absent about eighteen days a year. So that's four hundred workers times eighteen days times thirty dollars a day . . . . My God, Dave, that's well over two hundred thousand dollars a year!!! Do you realize how much new equipment I could get for two hundred thousand dollars?

Dave: An awful lot. It really does run into a good deal of money.

Roger: And I'm losing more than just salary. Think about what happens at eight o'clock in the morning. My supervisors get ready to start an assembly line and find out that twelve people are out. They have to do a lot of scrounging. They have to bring in people to take over the stations, people who haven't had the experience at that station. The amount of supervision and inspection has to be *doubled* to make sure the job's done right. This creates an almost impossible burden for the supervisors. And somewhere along the line, some work isn't going to get done because the people who should be doing it are filling in for the people who are absent. Can you imagine what the situation is like on Mondays and Fridays when according to *your* report, somewhere between forty and sixty people may be out? It's a wonder that *any* work gets done around here at all! Last month I sent you to that conference in Chicago on employee-employer relations. Did you learn anything, Dave? Did this absenteeism problem come up at all?

Dave: Yes, it did. As a matter of fact, we spent an entire day discussing it, and a management consultant came in to lecture us.

Roger: O.K. So tell me what you learned. Maybe we can come up with some kind of solution.

Dave: Well, the first thing the management consultant told us is that seven out of ten absences result from injury or illness.

Roger: Well, that's all right, providing it's a *serious* illness or injury. It's those other three absences that *I'm worried about.*

Dave According to the experts, absences that aren't caused by illness or injury fall into three categories. First, there are workers who have *serious personal problems,* with their husbands or wives or children. Then there are workers with *occasional personal problems,* such as transportation difficulties, or personal business that can only be taken care of during working hours. Then, there are *on-the-job problems* that indirectly cause absence. For example, workers who don't like the type of work they're doing, or who are having trouble with their bosses. In other words, something about the job is bad, so they find almost any excuse to stay away from work.

Roger: Hmm. Let's go through those things you've mentioned. Tell me more about what you mean by workers who have "serious personal problems." *(Pause)*

Dave: Well, these workers usually are absent for several days at a time. Their family problems keep interfering with their work. They have a sick child or husband or wife. They somehow don't make the proper plans to take care of the family, and they miss time from work. If this problem doesn't get straightened out quickly, these workers feel caught between their responsibilties at home and their responsibility to be at work.

Roger: And it seems as if their work always loses out. So why don't our supervisors just fire these people?

Dave: Because when they do come to work, these people tend to be good and dependable workers and their supervisor values them. Usually, the supervisor understands how serious their home problems are, and may even feel sorry for them.

Roger: Yes, I can see how that might be a problem, but you can't allow these frequent absences to go on. Are these the only workers who have frequent, long absences?

Dave: No, there are other people who have serious health or social problems, like with drugs or alcohol, or who are having difficulties with the law. This happens to only a small percentage of our workers, but it can still have a very bad effect.

Roger: I know that. What about these people with "occasional personal problems"?

Dave: Well, these people tend to be out for one day at a time, but this will happen every other week. And there doesn't seem to be any good reason for the absence.

Roger: What are the reasons a worker would give for needing single days off here and there?

Dave: The most common excuse is the "personal business" excuse, like paying bills, looking for an apartment, staying home to wait for a repair person or a delivery, or a doctor's appointment. Now these are very real events in everybody's life . . .

Roger: But the rest of my workers—and me, too — are able to take care of such things during nonworking hours. Why can't these people? Are these the same kind of people who call in sick because they have something like a headache, a cold or an upset stomach? Lots of people take a few aspirins and manage to get to work anyway. Sure, they don't feel great, but they put up with it. We all have to do that now and then.

Dave: Yes, and this group also includes people who may not be sick, but who are very tired. They're too tired to get to work or to do a good day's work even if they do get there. Very often they aren't able to judge how much rest they need to keep themselves in shape for work the next day. And there are also people who frequently take off days for special events like weddings or baptisms.

Roger: Well, that's usually O.K. I mean I allow workers to take off for certain very special occasions. But what was that third group of absences you were mentioning?

Dave: That's the problems on the job that indirectly lead to absenteeism. People have problems which are related to the type of work they do, the working conditions, or their supervisor and co-workers. Frequently, they get so fed up with their particular situation that all they can think of is to take off a day once in a while. The saddest group of people are those who *really* hate the type of work they do. They usually don't want to go to work, and often have poor attendance records.

Roger: Well, what can we do about this? *(Pause)*

Dave: Several studies have been done. Researchers have found that workers who *like* their working conditions and their immediate supervisors have fewer absences than those who don't. Good employers, who are concerned with keeping their workers happy, usually try to find out about these problems and improve the conditions. Good management means helping people solve the problems that come up between workers and supervisors.

Roger: Well Dave, that's why you're here. You're the director of personnel. It's your job to make sure my workers are happy. It seems like you're not doing your job. I think the working conditions around here are pretty good. Why, last year I spent all that money for new recreation facilities – at your suggestion, as I recall! What else are we supposed to do to make our workers happy? After all, this is a place of business, not a social club!

Dave: Roger, I try to do my job well, but there are just some problems–like personality conflicts–that I can't solve.

Roger: Well, maybe you're hiring the wrong kinds of workers–people who are more likely to be absent. I've heard that women tend to be out more than men. I mean half of our work force is female. Maybe that's why our absentee rates are so high. After all, women become pregnant, and they have children and families to take care of. Plus the fact that a working woman may be the second source of support for the family. If the husband works, her income only adds to the total, and so, maybe women don't take their jobs as seriously as men.

Dave: You may be surprised to hear this, but that actually doesn't seem to be true. I've looked at the attendance records for the last year. Men are absent just as often as women.

Roger: Well, are there any differences between younger workers and older ones? Are the older employees getting lazy?

Dave: Now, that's an interesting question. I used to think older people were out more often. But instead, it's the younger workers who have more absence problems. Maybe younger people have a hard time getting used to being in one place for eight hours straight. Or, because they don't have the same family responsibilities as older workers, they don't care as much about losing pay. Anyway, it seems that the more responsibility that older workers get, the more they can take. They often feel more of a sense of duty to be on the job every day.

Roger: Then it seems that this problem of absenteeism is not simple. People have different reasons for missing work and these reasons can include personal problems as well as job problems.

Dave: Right. But there's something else that adds to all these problems. It's not only that employees don't *come* to work, it's also *when* they notify their supervisor if they aren't coming in. Absence wouldn't be quite such a big problem if the supervisors knew about it in advance. That way, they could plan to get a replacement or cover the absent person's job in some other way. But when a worker calls in at the last minute, the supervisor is left hanging. Of course, I'm not talking about illness–*that* a person *can't* plan. I mean absences that workers often know about ahead of time. If the worker would discuss it with the supervisor, maybe they could arrange for the worker to take the day off during a slow week. Also, workers sometimes take an entire day off when what they have to do only takes a morning or an afternoon. Or sometimes a person who feels sick in the morning is better by the afternoon and could come to work.

Roger: What really makes me mad are the people who don't bother to call in at all! Then we're *really* kept hanging. We wonder where the person is, and we don't know whether or not to assign somebody else to do the work. We end up getting behind in our production.

Dave: That's very true. *(Pause)*

Roger: Well, Dave, now that we know some of the causes for absenteeism, let's try to come up with a cure. Should we refuse to pay our workers when they're out, or refuse to promote them, or use some other form of punishment to make them come in?

Dave: I don't think punishing the employees will help. They're not children.

Roger: Maybe so, but I expect our employees to come to work every day. Absences should be the exception around her, not the rule. I don't want to punish people for not showing up. Don't the employees realize the trouble they could be getting themselves into by frequent absences? Someone who's absent a lot may lose that job. Why, in today's market, I'd be able to hire a replacement very quickly, so I don't see why we have to put up with poor attendance.

Dave: I don't think we would be having such a serious problem now if workers really thought about the reason they were going to be absent, and then asked themselves whether the absence was really necessary.

Roger: If our workers realized all the problems that come up even when only *one* of them's absent, maybe they'd be out less?

Dave: That might help. Also if employees *really* have to take the day off, they can make the situation much easier if they arrange it with their supervisor *well* in advance. Then they could pick a time which would be good for both of them, and the supervisor would have enough advance notice to get a replacement. And if a *real* emergency does come up, employees should call their supervisor *as soon as* they know it will be necessary for them to be absent.

Roger: Good point, Dave. If workers understood that it's their responsibilty to be at work and that they should not be out except when it's completely unavoidable, things around here would be much better. I think that if you and your personnel department start a campaign of sorts to make our workers realize just *how* important they really are to their co-workers, their supervisors, and to the entire company, we could eliminate this problem of excessive absences.

MULTIPLE CHOICE QUESTIONS ON ABSENTEEISM: AN EMPLOYER'S VIEWPOINT

Based on what you've just read, see if you can answer the questions below. This is *not* a test. The questions should start you thinking about the problems mentioned in the dialogue. Just read the questions, and then circle the correct answer or answers. Sometimes more than one answer will be correct. Do the best you can and be ready to discuss your answers.

1. What kinds of problems did Roger have because of the high absenteeism in his company?

   a) The work wasn't getting done.

   b) He had to hire and train new people.

   c) Absenteeism cost him a lot of money.

   d) He had to close down his business for two days each week.

2. According to Dave's report, on what days are most people absent from work?

   a) the day after a holiday

   b) Wednesdays

   c) rainy days

   d) Mondays and Fridays

3. What types of *on-the-job problems* might cause a worker to be absent?

   a) having an upset stomach

   b) not liking the kind of work he or she does

   c) difficulty getting along with a supervisor

   d) needing to take care of a sick child

4. If you know in advance that you will have to be absent from work for a doctor's appointment, what is the best thing to do?

   a) Talk to your supervisor *as soon as* you know you will need to be out.

   b) The day after you are absent, go to your supervisor and explain why you were out.

   c) On the day you are out, have a friend or relative call your supervisor and explain your absence.

   d) Call your supervisor from the doctor's office and say you won't be in.

5. If you realize one morning that you're too sick to go to work, what should you do?

   a) Wait until the afternoon to see if you are really sick, then call your supervisor to explain.

   b) Call your supervisor as early in the morning as you can to notify him/her of your absence.

   c) Don't tell anyone about the absence, but plan to work overtime later that week.

   d) Don't bother calling in the day you are sick, but get a note from your doctor to show to your supervisor when you return to work.

177

6. Why is Roger so upset by workers who stay out without bothering to call?

   a) The supervisors aren't sure if these workers are coming in, and can't make plans for the day.

   b) No one knows whether to assign someone else to do those people's work.

   c) People who don't call have no sense of responsibility about their jobs.

   d) All of the above.

7. Read the statements below. Then, remembering what you read in the dialogue, circle the letters of the statements that you think are true.

   a) Women are always absent more often than men.

   b) Workers who don't like their supervisors usually are absent the *least*.

   c) Younger workers are generally absent more often than older workers.

   d) Good working conditions often mean fewer worker absences.

   e) People who are going to be very late for work because of transportation trouble should take the whole day off.

   f) Absence is *more* of a problem for employers if workers don't notify their supervisors.

   g) A worker who has a headache should stay home for the entire day.

   h) Frequent absences may cause employees to lose their jobs even if they are good workers.

STEP NO. 5: JOB MAINTENANCE

Lesson 5: Adjusting Attitude

Educational Concept

After a person has secured a job, he/she needs to understand that one's attitude must be appropriate to the job setting.

Objective(s)

After completing specific exercises, the student will:

1. Identify the major sources that influence the formation of one's attitudes in life.
2. Define the concept of attitude adjustment as it relates to the job setting.

Resources Needed

Job Seeking: How & Where
Points to Consider in Evaluation (Attachment K)

Short-Term Activities

Exercise 1.

Begin the unit by introducing to the class the three major sources that influence the formation of attitudes; cultural influences, parents and teachers, and personality. Ask for examples of how attitude formation may be influenced by these sources.

Exercise 2.

Review the section on "Adjusting Attitude" in *Job Seeking: How & Where,* pages 37-38. Elicit class comments and discussion on the subject.

Exercise 3.

Utilize two class members to role play co-workers. Improvise a script. Portray one student as the new worker who displays a congenial, friendly nature. Introduce a second set of co-workers with one student acting as the new worker who displays a negative, unfriendly nature.

Exercise 4.

Obtain class impressions of each type of personality portrayal in the role-play situations.

Evaluation

Require the class to identify the three major sources that influence the formation of attitudes and provide an example of each.

Require the class to define the concept of attitude adjustment as related to job setting (Points to Consider in Evaluation, Attachment K).

Other Suggested Resources

Adkins, Winthrop R. *Adkins Life Skills Program. Keeping My Job: Habits That Help.* New York: The Psychological Corporation, 1976.

Dreese, Mitchell. *How To Get The Job.* Chicago: Science Research Associates, 1977.

Beach, David P. "Development of an Instructional Model for Helping Youth Acquire Necessary Work Habits, Attitudes, or Values." Philadelphia: Eastern Educational Research Association, 1981.

STEP NO. 5: JOB MAINTENANCE

Lesson 5: Adjusting Attitude

Educational Concept

After a person has secured a job, he/she needs to understand that one's attitude must be appropriate to the job setting.

Objective(s)

After completing specific exercises, the student will:

1. Identify the major sources that influence the formation of one's attitudes in life.
2. Define the concept of attitude adjustment as it relates to the job setting.
3. List four examples of exhibiting a friendly behavior towards co-workers.
4. List four examples of exhibiting an unfriendly or negative attitude towards co-workers.
5. Explain the technique of active listening in the work setting.

Resources Needed:

Job Seeking: How & Where
Points to Consider in Evaluation (Attachment K)
Student handout - The Case of Two Mail Clerks (Attachment L)

Long-Term Activities

Exercise 1.

Begin unit by introducing to the class the three major sources that influence the formation of attitudes; cultural influences, parents and teachers, and personality. Ask for examples of how attitude formation may be influenced by these sources.

Exercise 2.

Review the section on "Adjusting Attitude" in *Job Seeking: How & Where,* pages 37-38. Elicit class comments and discussion on the subject.

Exercise 3.

Utilize two class members to role play co-workers. Improvise a script. Portray one student as the new worker who displays a congenial friendly nature. Introduce a second set of co-workers with one student acting as the new worker who displays a negative, unfriendly nature.

Exercise 4.

Obtain class impressions of each type of personality portrayal in the role-play situations.

Exercise 5.

Distribute student handout, The Case of Two Mail Clerks (Attachment L), and allow five minutes for class to read. Engage students in discussion, asking for impressions and opinions on the two workers. Ask the students if Betty could have changed her attitude? If so, what factors would be involved in the changing for Betty to be regarded as a likeable person by the other workers?

Evaluation

Require the class to identify the three major sources that influence the formation of attitudes and provide an example of each. Require the class to define the concept of attitude adjustment as related to the job setting (Points to Consider in Evaluation, Attachment K).

List four examples of exhibiting a friendly behavior towards co-workers (Points to Consider in Evaluation, Attachment K).

List four examples of unfriendly or negative attitudes towards co-workers (Points to Consider in Evaluation, Attachment K).

Explain the technique of active listening in the work setting (Points to Consider in Evaluation, Attachment K).

Other Suggested Resources

Adkins, Winthrop R. *Adkins Life Skills Program. Keeping My Job: Habits That Help.* New York: The Psychological Corporation, 1976.

Dreese, Mitchell. *How To Get The Job.* Chicago: Science Research Associates, 1977.

Beach, David P. "Development of an Instructional Model for Helping Youth Acquire Necessary Work Habits, Attitudes, or Values." Philadelphia: Eastern Educational Research Association, 1981.

Follow-Up (or Outside Class) Activities

Have class members observe social interactions among peer groups at school. Ask for an oral report from each class member citing one example of a positive attitude displayed towards another, and one example of a negative attitude displayed towards another. Have each person include their personal feelings toward each type of attitude observed.

POINTS TO CONSIDER IN EVALUATION

Long-Term and Short-Term

Attitude Adjustment

Attitude adjustment in the job setting involves presenting oneself in a positive manner and behaving appropriately in the presence of others. The desired goal is to project a positive regard for one's job, other people, and life itself. Once this is achieved, this image will cause the individual to be regarded as the kind of person with whom other persons enjoy working. If one lacks such qualities, he/she should realize that it is possible and expedient to change.

Long-Term

Examples of Friendly Behavior

1. Display of genuine concern for another's problems
2. Being helpful towards the new employee
3. Maintaining a polite, understanding manner when communicating with others
4. Equal sharing of mutual workloads on the job
5. Offering to assist another with a task when your own workload permits

Examples of Unfriendly Behavior

1. Snubbing co-workers or new employees
2. Being disrespectful in your relationship with fellow workers or your supervisor
3. Talking about other workers, criticizing the habits of co-workers, supervisors, etc.
4. Refusal to assist co-worker in work-related task even though you have the time
5. Habitual harrassment of co-workers; being constantly argumentative in your relationships in the work setting

Active Listening

Active listening involves the ability to communicate genuine concern when listening to another's problem. One must demonstrate attentiveness and interest when another person is talking.

THE CASE OF TWO MAIL CLERKS

Take the case of two mail clerks. Betty, an intelligent and capable woman, came to work as a mail clerk for a large corporation. But because she felt her job to be unimportant – not good enough for her – she soon found herself in deep water, disliked by the secretaries she dealt with and by her supervisor.

She started out by breaking all rules for making herself liked by others. She was rude to the secretaries for whom she picked up and delivered mail, and would refuse to accommodate them in any way, even in an emergency. When she misplaced or delayed mail, as occasionally happened, she would do her best to pin the blame on one of the other workers.

As you can imagine, she was not popular, and the office staff gradually began to seethe with antagonism and resentment.

The secretaries frequently arranged not to have their mail ready on time, so that Betty would have to come back for it. Soon she was always trying to catch up with her work, and her days at the office were one long chain of misery. She was ignored by the secretaries and criticized by her supervisor, who blamed her because the work was not being done efficiently.

When Betty finally left in desperation, no one was sorry to see her go. The other girls watched anxiously to see how Bob, her successor, would fit in. Bob met the test, and today he is liked by the secretaries and valued by his supervisor. He isn't perfect, and troublesome situations occasionally arise. However, since he is pleasant and agreeable to the other employees and his boss, his faults are usually overlooked. He is willing to cooperate by doing special errands for the secretaries, and his supervisor feels he can depend on him.

Getting along with the people in an organization is not a matter of choice. It is a necessity. Many a capable person who indulged in snobbishness, quarreling, or gossiping has ended up by being frozen out of a job.

Don't expect the rest of the group to adjust to you. They got along fine before you came. It's up to you to become one of them, to win their friendship and their respect.

STEP NO. 5: JOB MAINTENANCE

Lesson 6: Expectations of Employer

Educational Concept

After a person has secured a job, he/she needs to know the characteristics which the employer will expect the individual to possess.

Objective(s)

After completing specific exercises, the student will:

1. Recognize and list nine characteristics that the employer expects an employee to possess.
2. List the three outcomes of employee adherence to employer expectations.

Resources Needed

Job Seeking: How & Where
Points to Consider in Discussion (Attachment M)
Personnel representative as guest speaker
Work Habits and Interpersonal Skills (Attachment N)

Short-Term Activities

Exercise 1.

Review section in *Job Seeking: How & Where,* page 39, which covers "Employer Expectations." List the qualities identified as employer expectations on board.

Exercise 2.

Discuss each quality by asking class members for individual interpretations of what each quality means to them.

Exercise 3.

After the initial discussion, ask class to rate employer expectations 1-9 in order of importance ("1" is most important; "9" is least important, relatively speaking). Stimulate class with the question, Is it a hopeless case if an employee does not possess all of these qualities from the beginning of employment? The instructor should emphasize that the key consideration is *awareness of the need* for these qualities and the opportunity for improvement if an employee does not possess all of them (Points to Consider in Discussion, Attachment M).

Exercise 4.

Have a class discussion on being on time (dependability). Is punctuality more important on a job or at school? Why does an employer value promptness?

Exercise 5.

Ask a personnel manager or representative of a sizeable company to address the class on the topic, "employer expectations."

Exercise 6.

Ask class to discuss the relationship which exists between adherence to employer expectations and job success. Three likely outcomes are increased wage, promotion, and personal satisfaction.

Evaluation

Require students to list nine personal qualities which are employer expectations as outlined in *Job Seeking: How & Where.*

Require students to list three outcomes of meeting employer expectations.

Require students to complete Work Habits and Interpersonal Skills (Attachment N). Place completed worksheet in the Student Profile Folder.

Other Suggested Resources

Adkins, Winthrop R. *Adkins Life Skills Program. Keeping My Job: Habits That Help.* New York: The Psychological Corporation, 1976.

Dreese, Mitchell. *How To Get The Job.* Chicago: Science Research Associates, 1977.

Inge, Jane A., *et al. Emphasis: Change 2.* Salt Lake City, Utah: Olympus Publishing Company.

Follow-Up (or Outside Class) Activities

Have students complete Work Habits and Interpersonal Skills (Attachment N). Completed checklist will be placed in the Student Profile Folder.

STEP NO. 5: JOB MAINTENANCE

Lesson 6: Expectations of Employer

Educational Concept

After a person has secured a job, he/she needs to know the characteristics which the employer will expect the individual to possess.

Objective(s)

After completing specific exercises, the student will:

1. Name nine characteristics that the employer expects employee to possess.
2. List three outcomes of employee adherence to employer expectations.
3. List the five most important employer expectations.

Resources Needed

Job Seeking: How & Where
Points to Consider in Discussion (Attachment M)
Work Habits and Interpersonal Skills (Attachment N)
Work Habits: What Is Important to Employers (Attachment O)
Personnel representative as guest speaker

Long-Term Activities

Exercise 1.

Review section in *Job Seeking: How & Where,* page 39, which covers "Employer Expectations." List the qualities identified as employer expectations on board.

Exercise 2.

Discuss each quality by asking class members for individual interpretations of what each quality means to them.

Exercise 3.

After the initial discussion, ask class to rate employer expectations 1-9 in order of importance ("1" is most important; "9" is least important, relatively speaking). Stimulate class with the question, Is it a hopeless case if an employee does not possess all of these qualities from the first day of employment? The instructor should emphasize that the key consideration is *awareness of the need* for these qualities and the opportunity for improvement if an employee does not possess all of them (Points to Consider in Discussion, Attachment M).

Exercise 4.

Have a class discussion on being on time (dependability). Is punctuality more important on a job or at school? Why does an employer value promptness?

Exercise 5.

Ask a personnel manager (or representative) of a sizeable company to address the class on the topic, "employer expectations."

Exercise 6.

Distribute Work Habits: What Is Important To Employers (Attachment O). Ask class members to complete the list in accordance with instructions.

Exercise 7.

Conduct a discussion on Attachment O with the personnel manager acting as the leader. Review each item on the list, asking students whether they marked it "true" or "false" and why.

Exercise 8.

Compare various student responses, expanding on similarities and noting differences. Have students discuss differences of opinion and give their reasoning. Reach group consensus on *five most important* employer expectations and list on board.

Exercise 9.

After discussion, have students mail copies of Attachment O to local employers (ideally, an employee in whom they are especially interested).

Exercise 10.

Upon return of employer responses, students will compare their responses with actual employer responses.

Exercise 11.

As an alternative to a mail out (for the sake of time), invite two personnel managers of a large company to address the class on what his/her company regards as *most important expectations* using those expectations set forth in Attachment O. Have the class draw comparisons between their opinions and those of employers. Final points should be that some expectations are consistently held in high regard and that some employers may differ in what are considered most important expectations. It is, therefore, vitally important that the employee know and have regard for his employer's expectations.

Exercise 12.

Ask class to discuss the relationship between adherence to employee qualities or traits expected by employer and job success. Three likely outcomes are increased wage, promotion, and personal satisfaction.

Exercise 13.

Distribute Work Habits and Interpersonal Skills (Attachment N). Review the directions aloud. Place completed checklist in Student Profile Folder.

Evaluation

Require students to list nine personal qualities which are employer expectations as outlined in *Job Seeking: How & Where.*

Require students to list three outcomes of meeting employer expectations.

List five *most important* employer expectations reached by group consensus from analysis and review of Work Habits: What Is Important to Employers (Attachment O).

Place completed checklist, Work Habits and Interpersonal Skills (Attachment N), in Student Profile Folder.

Other Suggested Resources

Adkins, Winthrop R. *Adkins Life Skill Program. Keeping My Job: Habits That Help.* New York: The Psychological Corporation, 1976.

Dreese, Mitchell. *How To Get The Job.* Chicago: Science Research Associates, 1977.

Worthy, James C. *What Employers Want.* Chicago: Science Research Associates, 1971.

Follow-Up (or Outside Class) Activities

Have the students circle the answers they marked "true" in Attachment O. From the "true" items, students should select five expectations which they consider *most important* to the employer. Ask several students to read their five choices aloud and justify them.

POINTS TO CONSIDER IN DISCUSSION

Long-Term and Short-Term

Exercise 3

The instructor should point out the interrelationship which exists between the qualities which are deemed important from the standpoint of employer expectation and those which are high in priority from the social aspect of worker relationship with others on the job. The highest order of personal qualities are those listed first. Honesty, dependability, and initiative are important to the employer with regard to productivity and profit making, but they are also important in relationship to co-workers and others in the work setting.

WORK HABITS AND INTERPERSONAL SKILLS

DIRECTIONS

1. Pretend that you are an employer. Read the list and check in Column I the qualities you would like your employees to have.
2. Read the list and check in Column II those qualities you would like your co-workers to have.
3. Read the list and check the qualities you have in Column III.
4. Read the list and check in Column IV the qualities you need to improve.

WORK HABITS AND INTERPERSONAL SKILLS	I EMPLOYEES	II CO-WORKERS	III YOUR QUALITIES	IV TO IMPROVE
Good attendance				
Promptness				
Thoroughness				
Perseverance				
Follow directions				
Reliability				
Ability to make decisions				
Interested in work				
Resourcefulness				
Able to take criticism				
Able to give constructive criticism				
Saving of materials and time				
Cooperative				
Able to communicate				
Continually improving				
Contribute creative ideas				
Helpful				
Honest				
Willing to do more than required				
Dependable				
Conscientious				
Congenial				
Efficient				
Imaginative				
Industrious				
Leadership ability				
Loyal				
Open-minded				
Patient				
Persistent				
Sincere				
Sympathetic				
Tolerant				
Good judgement				
Cheerfulness				
Ability to handle emergencies				
Physical appearance				

WORK HABITS: WHAT IS IMPORTANT TO EMPLOYERS

Name _____

When a person is hired for a job, he or she is agreeing to accept certain responsibilities in return for a set salary. The employer will usually tell new employees exactly what these job-related responsibilities are, but there are also many responsibilities the employer will not mention specifically to the workers. The employer expects that new workers will carry out these responsibilities as part of their general role as employees. Since many of these expectations are not written, employees may not even be aware that these expectations exist. Even if employees know and understand what the employer's expectations are, they may think these expectations aren't very important.

Look at the checklist below. On it are responsibilities or expectations that an employer might or might not expect employees to fulfill. For each item, if you think that employers usually expect this from their employees, circle the word "True." Circle the word "False" if you think that item is not something an employer would expect. After you have marked each of the items, go back over the checklist. Look only at those items you have marked "True." Mark a star next to five "True" items which you think employers consider to be the most important.

After you have finished doing this, you will get a chance to discuss the items on the checklist.

1. If employees are sick or unable to go to work they should notify their employers or supervisors as soon as possible. True False
2. Employees should come in, and be on time, even on days when they know there is not much work to do. True False
3. Employees should not be absent from work for any reason without receiving permission from their supervisors or employers. True False
4. Employees should hand in written notes from their doctors whenever they are out due to illness. True False
5. Employees are free to set their own pace of work. True False
6. Employees should take breaks only at the proper times. True False
7. If employees have extra work to do, they can work overtime to finish without asking their supervisors' permission. True False
8. Employees should be willing to delay their vacations if very important work comes up. True False
9. Employees should be willing to work overtime whenever their supervisors ask them to. True False
10. Employees should be willing to take on any extra work which is not part of their usual job if the supervisors feel it is necessary. True False
11. Employees are to do certain tasks even if they are not directly told to, such as keeping their place of work neat and clean and helping out co-workers. True False

12. Employees should not take clerical supplies (such as pens, pencils, paper), tools, or other company materials for personal use at home. True False

13. Employees can wear whatever they like to work, as long as it does not interfere with doing the job. True False

14. Employees should not question any orders given to them by their supervisors. True False

15. Employees are to pay for anything they accidentally destroy or damage on the job. True False

16. Employees are free to make personal calls or to socialize with other workers while on the job. True False

17. Employees can drink on the job as long as they do not get drunk. True False

18. Employers have the right to tell employees what they should do in their personal lives. True False

19. Employees should make every effort possible to get along with co-workers and supervisors. True False

20. Employees should wait for their supervisors or employers to offer salary increases, job transfers, or promotions. True False

21. Employees should always talk to their supervisors when they are unsure of what they are to do. True False

22. Employees should not take on outside jobs that might interfere with their employment duties. True False

STEP NO. 5: JOB MAINTENANCE

Lesson 7: Expectations of Employee

Educational Concept

After a person has secured a job, he/she needs to know the considerations which the employee may expect from the employer.

Objective(s)

After completing specific exercises, the student will:

1. List the seven expectations of the employee outlined in *Job Seeking: How & Where.*
2. List employee options when the employer fails to meet stated employee benefits.
3. Demonstrate an understanding of the relationship between specific worker benefits and elements of job satisfaction.

Resources Needed

Job Seeking: How & Where

Short-Term Activities

Exercise 1.

Review section titled "Expectations of Employee" in *Job Seeking: How & Where,* page 39.

Exercise 2.

To stimulate class discussion, list on the board the seven benefits which are described in this section.

Exercise 3.

Obtain a class consensus as to which benefits are vital to job satisfaction. A key point for the instructor to convey is that, in general, employee expectations directly or indirectly influence job satisfaction. Some expectations are naturally more critical in this regard, i.e., fair salary, safe working conditions.

Exercise 4.

Ask for class opinions regarding options for the employee when expectations are not met by employer. The class may identify some or all of the following options: remain silent; voice a complaint through grievance channels; terminate job; complain to immediate supervisor; or complain to co-worker. The latter two options should be labeled inappropriate in any discussion.

Exercise 5.

Divide class into two or three groups and provide each group with the following word list: **employment, compensation, salary, partners for profit, objectives, personal satisfaction, working conditions, attitude, plans, and goals.** The object is to have each group share, within the group, ideas on how each word relates to their job as an employee. Allow 15 minutes for an exchange of ideas within the group. At the end of this time period, call the groups together and have one member present the views of the group. In summary discussion, the instructor should maintain the theme of a strong relationship existing between expectations of employee and job satisfaction.

Evaluation

Assign a written quiz asking for the seven expectations of the employee outlined in *Job Seeking: How & Where.*

Assign a written exam which requires naming three employee options when an employer fails to meet stated employee benefits. Include a short essay response relating to the appropriateness of each option.

Assign an exam which includes a discussion of any three words taken from the word list activity. This discussion should focus on what the chosen word or term means to the student in terms of job satisfaction.

Other Suggested Resources

Adkins, Winthrop R. *Adkins Life Skills Program. Keeping My Job: Habits That Help.* New York: The Psychological Corporation, 1976.

Inge, Jane A., *et al. Emphasis: Change.* Salt Lake City, Utah: Olympus Publishing Co.

McDaniels, Carl. *Finding Your First Job.* Boston: Houghton-Mifflin Company, 1981.

STEP NO. 5: JOB MAINTENANCE

Lesson 7: Expectations of Employee

Educational Concept

After a person has secured a job, he/she needs to know the considerations which the employee may expect from the employer.

Objective(s)

After completing specific exercises, the student will:

1. List the seven expectations of the employee outlined in *Job Seeking: How & Where.*
2. List employee options when the employer fails to meet stated employee benefits.
3. Outline his/her regard for what constitutes an appropriate set of employee expectations.
4. Describe an undisturbed relationship between employee expectations and job satisfaction.

Resources Needed

Job Seeking: How & Where
Crossword Puzzles (Attachments P and Q)

Long-Term Activities

Exercise 1.

Review section titled "Expectations of Employee" in *Job Seeking: How & Where,* page 39.

Exercise 2.

To stimulate class discussion, list on the board the seven benefits which are described in this section.

Exercise 3.

Obtain a class consensus as to which benefits are vital to job satisfaction. A key point for the instructor to convey is that, in general, employee expectations directly or indirectly influence job satisfaction. Some expectations are naturally more critical in this regard, i.e., fair salary, safe working conditions.

Exercise 4.

Ask class to name and discuss additional employee expectations besides those listed in *Job Seeking: How & Where.*

Exercise 5.

Ask for class opinions regarding options for the employee when expectations are not met by employer. The class may identify some or all of the following options: remain silent; voice a complaint through grievance channels; terminate job; complain to immediate supervisor; or complain to co-worker. The latter two options should be labeled inappropriate in any discussion.

Exercise 6.

Divide the class into two or three groups and provide each group with the following word list: **employment, compensation, working conditions, attitude, plans, goals, objectives, salary, partners for profit, and personal satisfaction.** The object is to have each group share, within the group, ideas on how each word relates to their role as an employee. Allow 15 minutes for an exchange of ideas within the group; at the end of the time period, call the groups together and have one member present the views of the group.

Exercise 7.

Invite representatives from two industries (personnel managers usually have an excellent understanding of employee benefits) to address the class and outline employee benefits in their respective companies. Ask the representatives to identify the benefits which their employees seem to value most.

Exercise 8.

The presentation by the industry representatives should demonstrate that employers have different sets of employee benefits. Bring this point before the class and elicit discussion by suggesting that since employee benefits may vary between companies, it is important for job seekers to understand what expectations they have. This understanding will help them choose a job which offers benefits that are in line with their personal expectations. This skill can be labeled a *before the fact* job-keeping skill because it is closely aligned with job satisfaction.

Exercise 9.

Instruct the class to list their own set of job expectations. Ask for volunteers to share their ideas with class. Elicit class comments and stimulate their thinking by asking the question, How would you feel if an employer did not follow through on a promised employee benefit?

Exercise 10.

Close with summary discussion. The instructor should review any points covered during additional activities and should maintain the theme of the strong relationship which exists between expectations of employee and job satisfaction/dissatisfaction.

Evaluation

Assign a written quiz asking for seven expectations of the employee as outlined in *Job Seeking: How & Where.*

Assign a written exam which requires naming three employee options when an employer fails to meet stated employee benefits. Include a short essay response relating to the appropriateness of each option.

Assign a written list of stated employee expectations to be required from each student.

Assign a short essay which includes a discussion of any three words taken from the word list activity. This discussion should focus on what the chosen word or term means to the student in terms of job satisfaction.

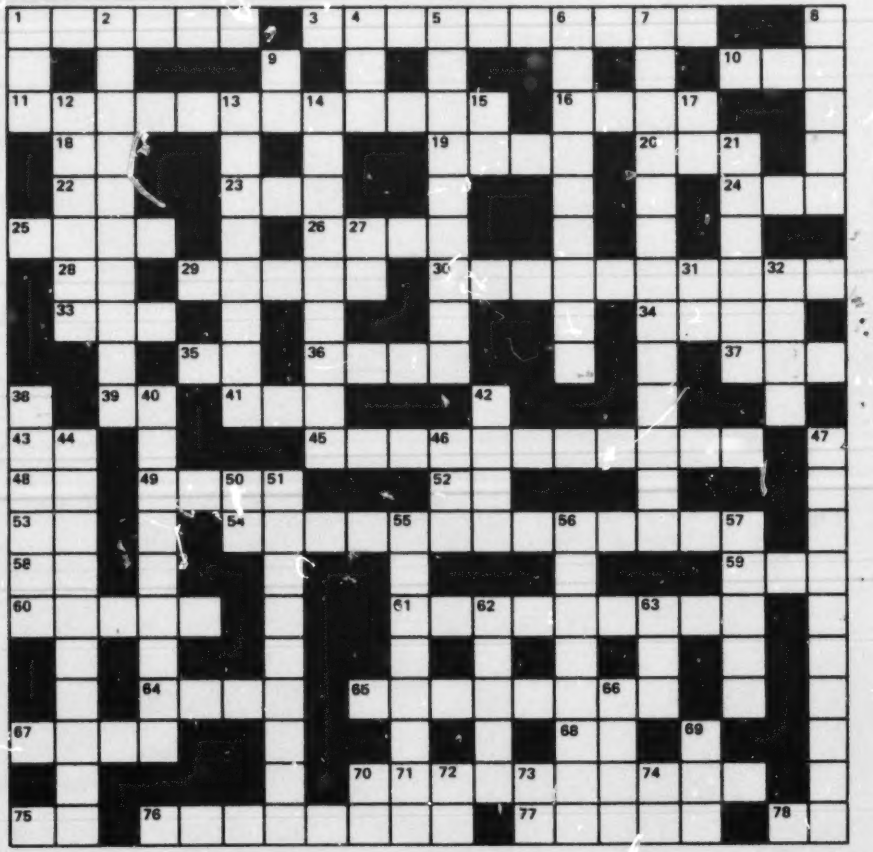
Other Suggested Resources

Bolles, Richard N. *The Three Boxes of Life.* Berkeley, Calif.: Ten Speed Press, 1978.

McDaniels, Carl. *Finding Your First Job.* Boston: Houghton-Mifflin Company, 1981.

Sheitzer, Bruce E. *Career Exploration and Planning.* Boston: Houghton-Mufflin Company, 1976.

Here is a crossword puzzle to test your knowledge of job keeping skills. Answers to the puzzle are on the following page.



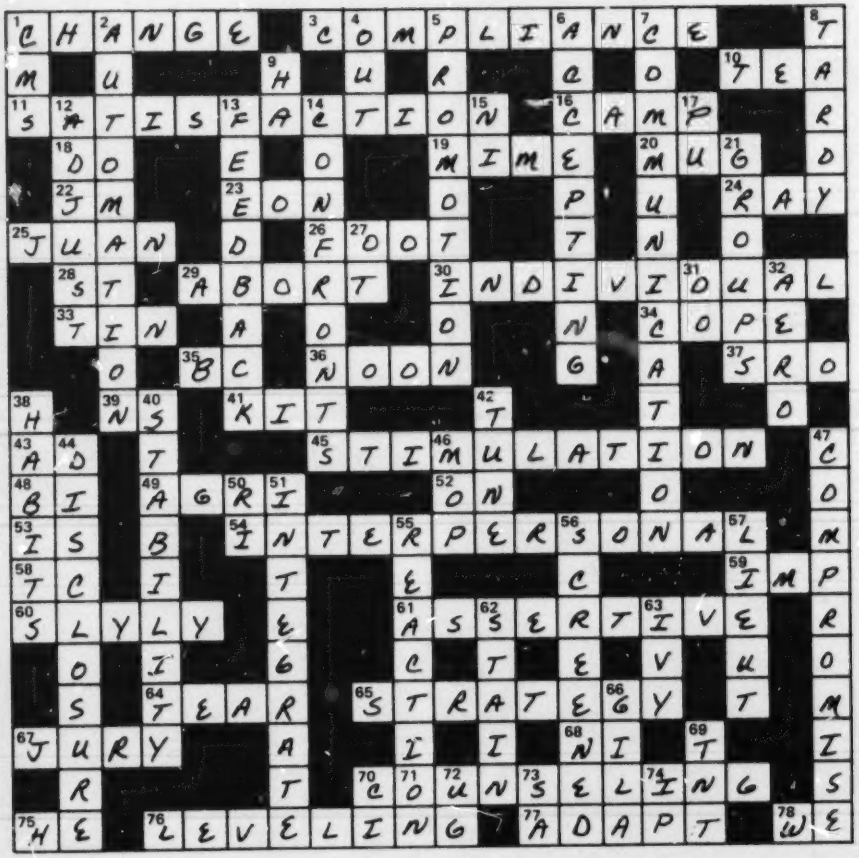
Across

1. Alteration
3. Giving in to problem
10. Boston ___ Party
11. Maximizing this on the job makes a happy worker
16. Summer retreat
18. Opposite of don't
19. Silent imitation or acting out with gestures
20. Type of cup
22. Abbrev. for Job Management
23. Thousands and thousands of years
24. Beam of light
25. Spanish for John
26. Extension of your leg
28. Abbrev. for saint
29. To fail to complete
30. A lone person
33. Type of metal made into cans
34. To deal with a problem
35. Abbrev. for British Columbia
36. Midday
37. Abbrev. for Standing Room Only
39. Abbrev. for North Sea
41. Container for medical supplies
43. Space describing available jobs
45. Increased activity perceived through ears and eyes
48. Prefix meaning two
49. Abbrev. for agriculture
52. Upon
53. Exists
54. Relationships between people
58. Abbrev. for Table of Contents
59. Devilish
60. Sneaky, crafty
61. Behavior which preserves your rights
64. Rip
65. A plan
67. Group which decides verdict
68. First two letters of Niagara.
70. Professional service for discussing problems
75. Pronoun for man
76. Telling the true story
77. Adjusting to change
78. Us

Down

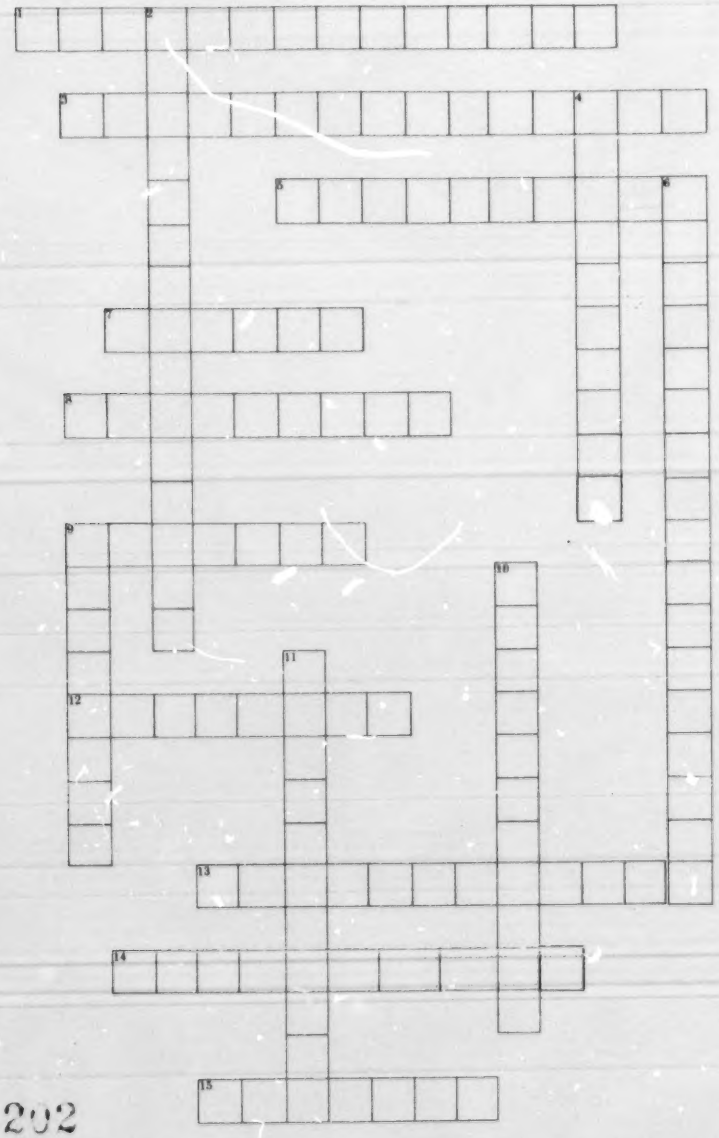
1. Abbrev. for centimeters
2. Technological change
4. Down and ____
5. An advancement
6. Preparing for and ____ change can maximize job satisfaction
7. Skills for improving interpersonal relations
8. Late for work
9. Sound of laughter
12. Change brings the need to
13. Receiving direct info on your progress
14. Locks horns—a technique of adjustment
15. Initials of Northern Ireland
17. Slang for "It stinks"
21. Join for support or encouragement
27. Abbrev. for overtime
31. To carry out
32. Prefix meaning air
38. Good work ___ are desirable
40. People or objects of lasting relationship provide ___
42. Song
44. Telling about yourself
46. Used to clean floors
47. Solution when both parties give in somewhat
50. Abbrev. for Rhode Island
51. Adjustment technique which removes problem
55. Mental or physical signal in the body caused by change
56. Most applicants are ____ by employers
57. Abbrev. for lieutenant
62. A spot on clothing
63. A trailing vine
66. Type of lizard-like monster found in SW
69. Slang for dynamite
70. Abbrev. for first two words of major U.S. spy agency
71. Opposite of off
72. Abbrev. for Uganda
73. Abbrev. for South America
74. Abbrev. for Internal Provinces

CROSSWORD PUZZLE ANSWERS


1 C H 2 A N G E 3 C 4 O M 5 P L I 6 A N 7 C E 8 T
M U 9 H U R C O 10 T E A
11 S 12 A T I S 13 F A 14 C T I O 15 N 16 C A M 17 P R
18 D O E O 19 M I M E 20 M U 21 G D
22 J M 23 E O N O P U 24 R A Y
25 J U A N D 26 F 27 O O T T N O
28 S T 29 A B O R T 30 I N D I V I 31 D U 32 A L
33 T I N A O O N O P E
O 35 B C 36 N O O N G A 37 S R O
38 H 39 N 40 S 41 K I T 42 T T O
43 A 44 D T 45 S T I 46 M U L A T I O N 47 C
48 B I 49 A G 50 R 51 I 52 O N O
53 I S B 54 I N T E 55 R P E R 56 S O N A 57 L M
58 T C I T E C 59 I M P
60 S L Y L Y E 61 A S 62 S E R T 63 I V E R
O I 6 C T E V U O
S 64 T E A R 65 S T R A T E 66 G Y T M
67 J U R Y A I I 68 N I 69 T I
R T 70 C 71 O 72 U N 73 S E L 74 I N G S
75 H E 76 L E V E L I N G 77 A D A P T 78 W E

CROSSWORD PUZZLE

Here is a crossword puzzle to test your knowledge on job keeping skills. Answers to the puzzle are on the following page.



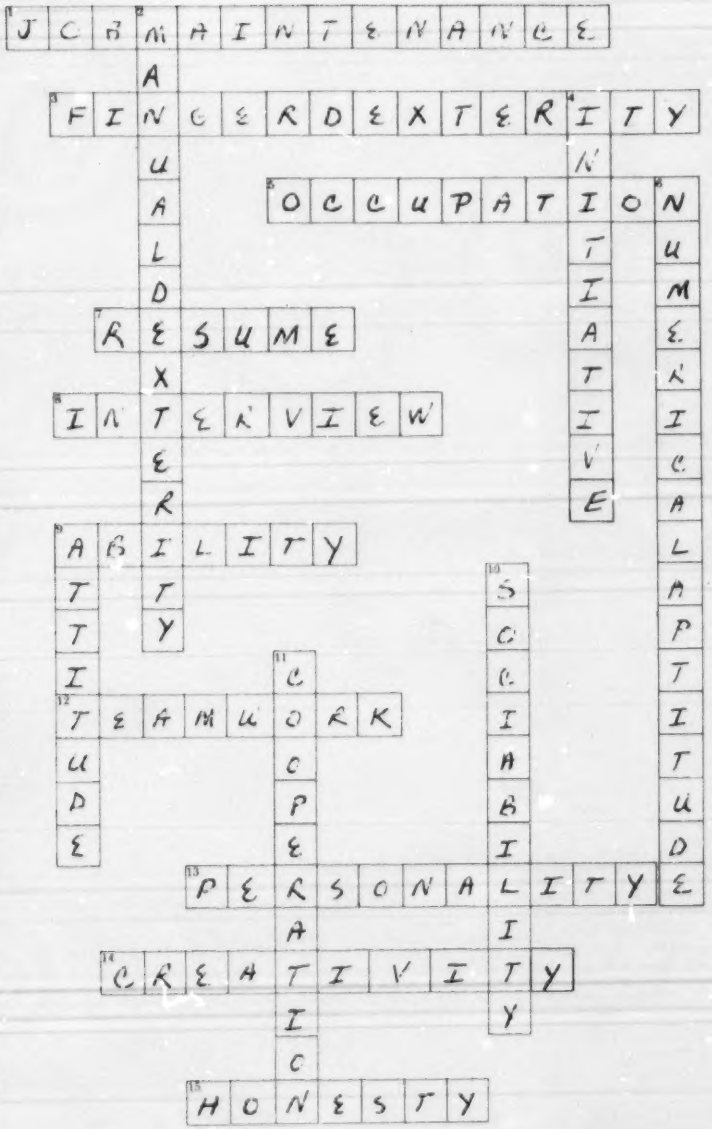
Down

2. The ability to move the hands easily and skillfully
4. To look for ways to perform a task more efficiently with little or no supervision
6. The ability to perform mathematical operations quickly and accurately
9. The feeling a person exhibits toward work
10. The inclination to get along with the people with whom one works
11. One of the employer's expectations of the employee

Across

1. Satisfactory performance of a job
3. The ability to move the fingers and manipulate small objects with the fingers accurately
5. Another word for a job
7. A personal data sheet used in representing the applicant
8. The most important step in your job search
9. Talent necessary to perform a task
12. Progress on the job depends primarily on _____
13. Those characteristics that distinguish one person from another
14. Ability to make or produce ideas through imaginative skills
15. One of the first expectations an employer has of the employee

CROSSWORD PUZZLE ANSWERS



ADDITIONAL RESOURCES

COMPONENTS OF BUSINESS SUCCESS: A SUPPLEMENT

A South Carolina Department of Education product, *Components of Business Success* is a slide-sound presentation which can be profitably used to supplement *Job Seeking: How & Where.* The presentation is divided into four segments: "Dress and Grooming," "Standards of Conduct," "Communications Skills," and "The Job Interview." The segments range in length from 10 to 16 minutes.

Components of Business Success was distributed in July 1982 at no charge to the State's area vocational centers and comprehensive high schools. If instructors wish to preview the material for use as an audio-visual supplement, they should contact the local director of vocational education or the chairperson of the business and office education department.

MAKING IT WORK : A VIABLE RESOURCE

A resource which is worthy of consideration by those school systems who choose to expand their employability skills training is *Making It Work.* A nineteen-module course using interactive video and print materials in a group process, *Making It Work* was developed to help young adults and adults who are about to enter (or re-enter) the job market.

Produced for South Carolina CETA by the Education Resources Foundation and South Carolina ETV, the modules may be used independently or collectively. Each module includes a videotape, a leader's guide, and twenty-five workbooks.

Making It Work is available to educational and other public South Carolina organizations on an at-cost basis. A preview pack and additional information may be requested by contacting Educational Resources Foundation, 2627 Millwood Avenue, Columbia, South Carolina 29250, (803) 254-0326.

The titles of the modules follow.

Module 1

> This module was a special production for South Carolina CETA Public Service Employment to point out the importance of employability skills. Educational Resources Foundation will discuss the production and cost of a similar tape for the new user.

Module 2: "First Impressions"

Module 3: "Practical Planning"

Module 4: "I'm Here to Work, Now What?"

Module 5: "The Supervisor and Me"

Module 6: "Say That One More Time"

Module 7: "Working Together"

Module 8: "What About My Money?"

Module 9: "How Am I Doing?"

Module 10: "How Do I Find A Job?"

Module 11: "Opening Doors"

Module 12: "The Application"

Module 13: "Who Gets Hired?"

Module 14: "Tests and Stress"

Module 15: "The Interview – Getting Ready"

Module 16: "The Interview"

Module 17: "You Have a Job Offer – Now What?"

Module 18: "Learning by Experience"

Module 19: "Making the Most of Yourself"

If a school system wishes to purchase individual *Making It Work* modules which complement the *Job Seeking. How & Where* materials, the staff should consider the following combinations which were recommended by a joint State Department of Education and local school district review committee.

Job Seeking. How & Where	*Making It Work*
Step No. 1: "Self-Appraisal"	——
Step No. 2: "Job Search"	——
Step No. 3: "Job Application"	Module 12: "The Application" – types of information required on application form – positive tips for an application to make a good impression – good vs. poor applications
Step No. 4: "Job Interview"	Module 2: "First Impressions" – relationship between a first impression and work – factors which are part of one's overall appearance – right and wrong clothes for work – benefits of good appearances Module 15: "The Interview – Getting Ready" – purpose of a job interview – planning ahead to avoid problems in the interview – preparing for an interview, asking questions of the employer, personal strengths – give-and-take in an interview Module 16. "The Interview" – four parts of an interview – tips for success – practice interviews

Step No. 5: "Job Maintenance"

Module 5: "The Supervisor and Me"

- denial of traditional myths about employee/supervisor relationships
- the reason that a supervisor wants the workers to do well on the job
- communication between employee and supervisor

Module 7: "Working Together"

- positive and negative job behaviors
- how to react to actions and behaviors of co-workers
- on-the-job friendships - how they affect the way the individual is viewed